

INTRODUCTION

Knowledge and Skill Maps are used to generate the training needs and analysis information necessary for training design. For each core job task (i.e., job task commonly performed by juvenile corrections officers across the state), the subject matter experts were asked to address the following questions:

1. What is the value of this task? What are the consequences of effective or ineffective performance?
2. What knowledge, skills and abilities (KSAs) must the performer bring to this task? That is, what are the prerequisite KSAs?
3. What resources or aids are available to the performer as he/she performs this task?
4. What rules, concepts, or principles are used by those who do this task particularly well?
5. What are the subtasks or steps that underlie this core task? Is there a definite sequence in which these subtasks or steps are performed?

The data collected resulted in a knowledge and skill “map” for each core job task. Each map consists of all the knowledge and skills – generated by asking questions listed above – necessary for successful performance of a given core task. Each of the questions surfaces a different type of capability, which, if lacking, could result in poor performance. To the extent that incumbents are not expected to have such knowledge or skills when hired, these capabilities represent training needs.

These maps are contained in this document.

This “mapping” research process was used in workshops with subject matter experts during the development of the original Corrections Officer Core Course of 1985-1987, and again during the curriculum revalidation projects of 1989-1990 and 1993-1994. This ensures the currency and validity of the curriculum for the benefit of local corrections employees and employers.

As you review the knowledge and skill maps, two points of clarification are necessary. First, some core tasks identified in the earlier Job Analysis Phase of the Standards Project were combined by the subject matter experts because such tasks were actually steps directed toward the same objective.

Second, the knowledge and skill maps for some core tasks do not contain information for each of the five types of knowledge or skills (i.e., some columns may have no entries). This is because the subject matter experts agreed that knowledge or skills of that type are not needed to meet minimum performance standards.

The notation “AS” on some of the maps stands for “Agency Specific.” This means the step or rule relating to the task or group of tasks may vary from agency to agency throughout the state. For instance, certain policies regarding when to use the safety cell may differ among agencies. Therefore, instructors are encouraged to develop their lesson plans in accordance with existing policy (if known) for the audience to whom they are delivering instruction.

KNOWLEDGE AND SKILL MAP TITLES

1.0 BOOKING, RECEIVING AND RELEASING

- 1.1 Review Charges, Determine Status and Screen Juveniles Brought Into Custody
- 1.2 Review Booking Forms And Court Documents For Accuracy And Completeness
- 1.3 Notify Parents/Guardians Or Spouse Of Juvenile's Status And Decide Whether To Release Or Hold
- 1.4 Inventory And Take Custody Of Juvenile's Property, Clothing, And/Or Money
- 1.5 Supervise Showering/Delousing Of New Juveniles And Issue Clothing, Bedding Supplies To New Juvenile
- 1.6 Observe Juvenile In Receiving Room/Holding Unit While He/She Awaits Move To Assigned Housing.
- 1.7 Classify Juvenile (For Example, According To Security Risk Factors) And Assign Housing
- 1.8 Verify Identity Of Juveniles Before Releasing
- 1.9 Release Property And/Or Money, Get Appropriate Signatures, And Record/Log

2.0 ADMISSIONS AND ORIENTATION

- 2.1 Prepare Photographs, Forms, Cards, File Jackets Necessary To Initiate Juvenile's Facility Records
- 2.2 Provide Orientation On Institutional Procedures/Programs To Juvenile

3.0 ESCORTING AND TRANSPORTING

- 3.1 Escort Juveniles Individually Or In Groups To And From Locations Within Facility; For Example, Classrooms, Work Details, Infirmary, Court Holding Room, Interview, Visiting, Or Phone Room
- 3.2 Transport Juveniles Individually Or In Groups To And From Locations Outside The Facility; For Example, Other Facilities, Recreational Centers, Law Enforcement Agencies, Hospitals, Courts, Airports
- 3.3 Supervise Juveniles Outside Facility; For Example, In Hospitals, At Funerals, At Court, At Church

4.0 SUPERVISING JUVENILES: DAILY CARE AND CUSTODY

- 4.1 Inspect Rooms/Dorms, Room Contents, And Other Areas For Cleanliness
- 4.2 Supervise Use Of Bathroom Facilities And Shower
- 4.3 Pass Out Supplies (For Example, Personal Supplies Or Cleaning Supplies) And Collect Returnable Supplies
- 4.4 Explain Personal Hygiene Procedures To Juveniles (E.G., Shampooing Directions)
- 4.5 Handling Of Clothing And Bedding
- 4.6 Review Medical Log And Medical Restrictions
- 4.7 Pass Out Medications
- 4.8 Identify Juvenile In Need Of Medical Or Psychiatric Care And Obtain Appropriate Help
- 4.9 Supervising Meal Time
- 4.10 Verify Tray And Silverware Counts
- 4.11 Monitor And Intervene In Disputes Between Juveniles Before A Fight Occurs
- 4.12 Break Up Fights And "Horseplay"
- 4.13 Conduct On-The-Spot (For Example, Crisis Intervention) Counseling With Juveniles
- 4.14 Respond To Juveniles' Questions Or Requests
- 4.15 Handling Rule Infractions
- 4.16 Lead Group Problem Solving Discussions/Youth Forums With Juveniles
- 4.17 Evaluate And Grade Juveniles' Behavior For Merit Lists, Leadership Programs, Daily Point, And/Or "Good Week" Systems
- 4.18 Monitor And Supervise Juvenile Phone Calls

5.0 SUPERVISING JUVENILES: RECREATIONAL OR LEISURE TIME ACTIVITIES

- 5.1 Supervising Juveniles During Recreation Or Leisure Time Activities

6.0 SUPERVISING JUVENILES: WORK DETAILS

- 6.1 Supervising Juveniles During Work Details

7.0 CASEWORK

- 7.1 Gathering Information On Individual Juvenile
- 7.2 Develop Counseling Goals And Individualized Treatment Plans
- 7.3 Counsel Juveniles On A One-To-One Basis
- 7.4 Conduct Formal Or Structured Group Counseling Sessions With Juveniles
- 7.5 Assess And Report Juvenile's Progress Toward Program Goals
- 7.6 Make Recommendations For Program Advancement/Graduation

8.0 RECORD KEEPING, REPORT WRITING

- 8.1 Record Keeping
- 8.2 Report Writing

9.0 SEARCHING AND SECURING

- 9.1 Conducting Juvenile Counts
- 9.2 Maintain Visual Contact And Account For Location
- 9.3 Lock And Unlock Rooms/Dormitories And Other Gates/Doors
- 9.4 Operate And Control Lights In Rooms/Dormitories
- 9.5 Conduct Security Checks
- 9.6 Keep Inventory Of Tools/Weapons/Silverware
- 9.7 Screen And Distribute Mail (Legal And Non-Legal)
- 9.8 Search Room And Other Areas
- 9.9 Conduct Searches And Confiscate Contraband
- 9.10 Check To See That All Equipment Is Functioning Properly
- 9.11 Investigate Disturbances Or Suspicious Activities
- 9.12 Assist In Search For Missing/Escaped Juveniles Within Or Outside Facility
- 9.13 Account For Facility Keys

10.0 SUPERVISING JUVENILE MOVEMENT, VISITORS

- 10.1 Supervising Juvenile Movement, Visitors

11.0 EMERGENCIES

- 11.1 Activating Alarms And Providing Assistance In Emergencies

12.0 COMMUNICATING

- 12.1 Talk To Prior Shift To Acquire Information And, Later, To Oncoming Shift To Pass On Information
- 12.2 Communicating With Central Control
- 12.3 Answer Questions From Outside Sources
- 12.4 Testify In Court

14.0 OTHER REQUIRED TASKS

- 14.1 Investigate Accidents, Incidents Or Crimes Within Facility And Arrest/Charge Juvenile Offender(s)
- 14.2 Participate In Grievance Proceedings; Hear Grievances Informally
- 14.3 Coach, Train Or Assist In Training Other Facility Personnel

KNOWLEDGE AND SKILL MAPS WITH CORE TASK LINKAGES

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1.0 BOOKING, RECEIVING, AND RELEASING

Map 1.1 Review Charges, Determine Status And Screen Juveniles Brought Into Custody

RELEVANT CORE TASKS

1. Review police report of charges against juveniles taken into custody.
7. Screen juveniles to determine if medical attention is needed before booking.

VALUE

Legal obligation to do so

Provides essential information for unit assignment or classification of offender (e.g., security risk)

May lead to illegal detention and/or loss of case (denial of due process) if not done properly

Ensures the well-being of the juvenile

Reduces legal liability

PREREQUISITES

Ability to discriminate between 300, 601, or 602 W.I. Codes

- dependency (300)
- status offense (601)
- crime (602)

Ability to read and understand PC, W.I. Codes, Vehicle Codes

Ability to ready and use departmental manual (AS)

Familiarity with police report forms (AS)

Familiarity with application of petition forms

Knowledge of differences between felony and misdemeanor codes

Knowledge of policies and procedures pertaining conducting strip searches and pat down searches

Knowledge of 830.5 PC

The definition of peace officer powers

Ability to make decisions

Communication skills (verbal)

Knowledge of indicators of gang affiliation

Knowledge of codes and regulations pertaining to medical issues when receiving juveniles

Ability to recognize behavior indicative of medical or psychological problems

RULES & CONCEPTS

Key information to obtain:

- misdemeanor/felony
- age
- notification to parent or guardian (W. I. Code 627)

Offense type

- assault or entails violence
- sex crime
- arson
- runaway/escapee
- substance/drugs
- co-participants
- gang affiliation
 - "street" names
 - personal property with symbols of gang affiliation
 - colors
 - tattoos
 - city
 - ask them
 - citizenship status

Aliases

Time and place of arrest

Medical/mental status

- suicidal
- under the influence
- physical condition
- emotional state

STEPS

Determine age and jurisdiction

Determine degree of offense (601, 602)

Determine if misdemeanor or felony

Prior offense, record or contacts

Classification

Medical (physical and psychological) assessment and refer if necessary

When in doubt, call a supervisor

Determine gender

AIDS & RESOURCES

Departmental Manual (AS)

Penal Code

W.I. Code

Vehicle Code

Health and Safety Code

Supervisor

Medical Unit

Experienced JCO's

Arresting agency/police

Mental health unit

Prior records/files

INS

Parents

Automated information systems

Map 1.2 Review Booking Forms And Court Documents For Accuracy And Completeness

RELEVANT CORE TASKS

1. Review police report of charges against juveniles taken into custody.
3. Review booking forms and court documents for accuracy and completeness.
4. Fill out Juvenile Hall booking sheets.
194. Read court orders to ensure compliance with special directives regarding care and custody of juveniles.

VALUE

Ensure due process

Ensure appropriate release or continuation of detention as per court order

Insure follow through on court orders (i.e., special visitation privileges, court ordered phone calls, medical treatment)

PREREQUISITES

Ability to complete booking forms (AS)

Knowledge of criteria for booking juvenile (AS)

Ability to administer Miranda rights

Ability to read and understand court order

Familiarity with court documents (e.g., warrants, interagency transfers, jail orders, remanding orders, bail documents and allowances)

Knowledge of bail procedures (e.g., V.C. violations, bailouts, W.I.C. 707 cases)

Knowledge of temporary holds (e.g., federal/I.N.S., Parole, courtesy)

Knowledge of probable cause and judicial review issues

RULES & CONCEPTS

Check to be sure:

- parents notified
- minor's name, address, social security number
- parents' name, address, social security number(s)

Determine if:

- likely to flee
- danger to self
- application of provisions of W.I.C. 628
- danger to property or persons

Phone rights (W.I.C. 627):

- within one hour of booking
- two completed calls (to attorney, employer, parents, relative)

Custody and filing timelines

Record date and time of:

- received in facility
- taken into custody (arrested)
- phone calls
- release
- medical treatments or evaluations
- psychological treatments or evaluations

Monitored visits

Special orders, e.g.,:

- phone calls
- visits
- menu
- non-association
- protective custody

STEPS

Advise of Miranda rights or make sure they have been mirandized

Document time (e.g., for making phone calls, release, in and outs)

Record notes and enter in appropriate logs, specific court orders or special issues

Fill out booking sheets or receiving forms

AIDS & RESOURCES

Booking form (AS)

W.I. 627

Miranda card

Waiver of rights form

Court order form

Medical and/or psychological screening form

Policy/Procedures Manual (AS)

Map 1.3 Notify Parents/Guardians Or Spouse Of Juvenile's Status And Decide Whether To Release Or Hold

RELEVANT CORE TASKS

5. Decide whether to release or hold juvenile.
6. Notify parents, guardians or spouse of juvenile's status.

VALUE

Mandated by law (W.I.C. 627)

Additional valuable information for classification can be gathered (e.g., medical and mental health status)

Helps to ensure proper and legal detention

PREREQUISITES

Ability to be courteous and tactful in dealing with parents likely to be under stress

Professional demeanor, ability to communicate in a professional manner

Knowledge of how to communicate with non-English speaking parents and/or others

Knowledge of intake procedures and juvenile court process

Knowledge of release and detention criteria

Knowledge of juvenile and parental rights

RULES & CONCEPTS

If cannot contact:

- ask for other numbers
- send police
- send telegram
- consider other options

If being released, see court order or confirm name of Probation Officer authorizing release

Verify that you are talking with the parent (e.g., child's birth date)

Be sure that information you provide is accurate

Inquire about specific medical or other conditions affecting child (e.g., suicidal, diabetes, medication, psychotropics)

Document the contact and/or attempts to contact

Confirm arrest/booking information (e.g., birth date, social security numbers, etc.)

AIDS & RESOURCES

Reverse directory

Court order

Police report (for statistical information)

Departmental policies and procedures

Supervisor

Departmental records

Welfare and Institutions Codes (W.I.C.)

Map 1.4 Inventory And Take Custody Of Juvenile's Property, Clothing, And/Or Money

RELEVANT CORE TASKS

9. Inventory and take custody of juvenile's property, clothing, and/or money.

VALUE

Violation of BOC standards if not done

Improper inventorying can lead to suit or county loss

JCO may face disciplinary action

Regulates passage of contraband

Reduces/avoids problems within the institution (e.g., theft, status, arguments, bartering)

Ensures security of the juveniles property

PREREQUISITES

Familiarity with property form (AS)

Knowledge of where property is to be stored (e.g., valuables vs. clothing) (AS)

Ability to differentiate legal from illegal property

Knowledge of how to dispose of contraband or illegal property

Ability to print or write clearly (or know how to type)

Knowledge of county policy re: personal property that the juvenile can keep on his/her person in the institution (AS)

RULES & CONCEPTS

Clearly identify each piece of property

Be thorough in searching property, exercising proper safety precautions

Be sure to obtain release for indemnity on property (AS)

Sign and date when property logged in and out

Have minor sign form acknowledging correct inventory of property

STEPS

Record all pieces of property on property form

Obtain signature from juvenile

Determine where to store

Store in proper place

Receive, record and store money (AS)

Obtain signature on form for approved personal property

AIDS & RESOURCES

Property form (AS)

Department policy manual (AS)

Experienced staff

Supervisor

**Map 1.5 Supervise Showering/Delousing Of New Juveniles And Issue Clothing, Bedding
Supplies To New Juvenile**

RELEVANT CORE TASKS

- 10. Supervise showering/delousing of new juveniles.
- 17. Issue clothing, bedding supplies to new juvenile.

VALUE

May violate constitutional right to privacy which may result in civil liability and/or disciplinary action

May be convicted on misdemeanor for not reporting suspected child abuse

Juvenile has a legal right to clean clothes and bedding

Protects other minors and staff from contamination

Prevent possible health hazards

PREREQUISITES

Know where to obtain clothes and bedding (AS)

Knowledge of child abuse reporting laws and procedures (Penal Code and AS)

Know laws regarding minor's rights to privacy

Knowledge of medical protocol for delousing (AS)

RULES & CONCEPTS

Follow county policy re: opposite sex supervision, number of people in shower, etc.

Do not touch!

Observe for injury, identifying marks

Be sure they take a thorough shower (e.g., hair)

Do not make inappropriate comments

Try to help juvenile relax

Follow up on observed injuries, etc.

With potential suicidal cases, consider possible danger of clothing articles

STEPS

Conduct medical clearance procedure (AS)

Have a minor take off clothes

Inventory clothes (AS)

Ask what size they wear

Have them take shower

Provide delousing treatment as appropriate (AS)

Issue linen and clothes

Document any observed or identified injuries or marks, tattoos, etc. on body

AIDS & RESOURCES

Department policy manual (AS)

Penal Code sections on child abuse

W & I Code

BOC Standards regarding minimum requirements and/or standards for clothing/bedding

Map 1.6 Observe Juvenile In Receiving Room/Holding Unit While He/She Awaits Move To Assigned Housing.

RELEVANT CORE TASKS

11. Observe juvenile in receiving room/holding unit while he/she awaits move to assigned housing.

VALUE

Danger to staff, juvenile (i.e., safety or security issue) if not adequately supervised during this time

May provide additional valuable information for classifying, assigning, or otherwise dealing with the juvenile

Provide information for making appropriate referrals (e.g., psychological evaluation)

Prevents contraband from being passed into unit

PREREQUISITES

Reasonably good vision and hearing

Knowledge of gangs or other negative subculture influences upon the group

Ability to identify problem, verbal and nonverbal behavior. For example:

- intimidation (identify aggressor and target)
- nonverbal signs of emotion (e.g., avoidance of eye contact)
- manipulation
- depression
- anxiety

Knowledge of the holding area in which juvenile is waiting (AS)

Knowledge of documentation procedures (AS)

RULES & CONCEPTS

Maintain relaxed, matter-of-fact demeanor

Make them aware that you are watching

- eye contact
- verbal communication

Walk around in and amongst the juveniles in their living area

Behaviors to look for:

- passing something
- preparing to run
- looking for exit
- verbal/non-verbal communication between juveniles
- emotional and/or physical conditions
 - crying
 - hyperactivity
 - nodding off

- radical changes in behavior or moods

Constant alertness is critical

Watch for changes in individual behaviors or group tone and conditions

Signs of substance abuse or other health problems

Maintain staff/ward contact (at least visual) every 15 minutes (AS)

STEPS

Document observations

Log room and living area checks

Make appropriate referrals

Segregate group members as appropriate (AS)

AIDS & RESOURCES

Other staff (AS)

Department policy manual (AS)

BOC Standards

Map 1.7 Classify Juvenile (For Example, According To Security Risk Factors) And Assign Housing

RELEVANT CORE TASKS

12. Classify juvenile (for example, according to security risk factors) and assign housing.
79. Participate in the classification of assigned juveniles.

VALUE

Failure to classify properly can result in serious incident (e.g., escape, assault, homosexual act, danger to staff or self)

PREREQUISITES

Knowledge of available facilities in your institution (AS)

Knowledge of gangs in your area (AS)

Knowledge of indicators of gang affiliation

Knowledge of ability to apply department classification policy (AS)

Knowledge of housing unit populations (makeup of group in specific housing units)

Ability to communicate with individuals with a variety of disabilities

Knowledge of how to handle disabled individuals within the institutional environs

RULES & CONCEPTS

Key classification factors:

- size, age
- sophistication (e.g., first time or career criminal)
- security risks:
 - prior escapes
 - assault history
 - suicidal (ask juvenile and see record)
 - possible disposition of case (e.g., fitness hearing)
 - homosexuality
 - type of offense
 - citizenship status
 - protective custody
- gang affiliation
- who should this juvenile not be in contact with?

When in doubt, check with supervisor

Ethnic background

Unusual physical or mental condition (e.g., health, disability, medical isolation)

Companions and/or co-defendants

STEPS

Review documents pertaining to the classification of the juvenile

Document the decision

Assign housing

AIDS & RESOURCES

Prior experience with this case (written and non-written record)

Department Policy Manual (AS)

Police report

Map 1.8 Verify Identity Of Juveniles Before Releasing

RELEVANT CORE TASKS

13. Verify identity of juveniles before releasing.

VALUE

Release of wrong person can result in various serious consequences (e.g., danger posed to the community, serious disciplinary action against corrections officer)

PREREQUISITES

Ability to read and interpret Release Document, relevant sections of the W.I. Code and Court Orders

RULES & CONCEPTS

Verify birth date, middle name – any kind of information unique to juvenile

Be sure your action is consistent with release document

Primarily a problem when there is overcrowding or when department is very busy

Check with supervisor if you have questions

Make sure person ordering the release is empowered to do so

STEPS

Verify date of release and who to be released to from release document

Verify identity of minor's guardian or person to whom they are to be released

Verify identity of the juvenile

AIDS & RESOURCES

Release document (e.g., court, intake)

W.I. Code

Personal I.D. devices (e.g., wristbands, photographs, etc.) (AS)

Map 1.9 Release Property And/Or Money, Get Appropriate Signatures, And Record/Log

RELEVANT CORE TASKS

15. Turn over property and/or money for releases, get appropriate signatures, and record/log.
16. Prepare forms, cards, file jackets necessary to initiate juvenile's facility records.

VALUE

Provide accountability and tracking system

Reduces costs of replacing missing property

PREREQUISITES

Where to obtain juveniles property (AS)

How to read the property sheet (AS)

Know county policy re: discrepancies (AS)

Knowledge of release of property procedures when releasing juvenile in custody (e.g., to transportation officers, other institutions, etc.)

RULES & CONCEPTS

Make sure that property matches with juvenile

Do not give back illegal property

Do not release any property without signature or authorization from juvenile

STEPS

Collect all county and/or institution property from juvenile

Collect all juvenile's property

Have juvenile inventory property and sign off

Record all transactions

Sign and date property sheet

AIDS & RESOURCES

Department policy manual re: what is to be given back (AS)

2.0 ADMISSIONS AND ORIENTATION

Map 2.1	Prepare Photographs, Forms, Cards, File Jackets Necessary To Initiate Juvenile's Facility Records
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RELEVANT CORE TASKS

- 8. Photograph incoming juveniles.
- 16. Prepare forms, cards, file jackets necessary to initiate juvenile's facility records.

VALUE

All information needed on case is in one place for easy access

Could result in security risk or injury if not done properly

Promotes smooth flow of information (incoming staff can familiarize themselves with new admit's case history)

Civil liabilities may result from improper record keeping

Aids in identification in case of an escape or reentry

PREREQUISITES

Knowledge of institution recordkeeping systems (AS):

- forms (purpose, where filed)
- update procedures
- what forms must go in the file

Knowledge of what forms are required and when and where to obtain them (AS)

Ability to organize

Possesses grammatical skills

Ability to write legibly, type or use a computer

Ability to scan report and find important information quickly

Ability to operate photography equipment

RULES & CONCEPTS

One record goes to unit with juvenile and is regularly updated (chronological behavioral record)

Be accurate

Photographs can be used for other reasons (e.g., lineups)

STEPS

Follow proper procedure, per policy manual (AS)

Complete photo and/or fingerprint forms (AS)

Take and check quality of photographs

AIDS & RESOURCES

Forms (AS)

Institutional procedures (AS)

Supervisor

Experienced staff

Photography equipment

Fingerprinting equipment

Map 2.2 Provide Orientation On Institutional Procedures/Programs To Juvenile

RELEVANT CORE TASKS

18. Brief new juvenile regarding facilities rules and procedures, meal schedules, etc.
19. Assign juvenile to program/counselor.
20. Answer juvenile's questions about the facility, staff counselor's roles, juvenile's legal status, and the juvenile justice system.
21. Review with the juvenile a behavior/admission contract specifying expected behavior at the facility and obtain juvenile's signature, indicating he/she has read and understood the contract.

VALUE

Failure to do so can create confusion/anxiety that often results in acting out behavior

No clearly defined behavioral limits creates conflict between juveniles and staff

Opportunity for JCO to begin establishing a rapport with minor

PREREQUISITES

Knowledge of and ability to explain institutional rules and procedures (e.g., commissary, reward system, etc.) (AS)

Knowledge of juveniles' rights per the Youth Authority's Minimum Standards:

- bathrooms
- meals
- shower
- clean clothes
- privileged communications with attorney and minister
- correspondence
- religious
- visiting
- recreation

Verbal communication skills

Social skills (e.g., being relaxed)

Knowledge of and ability to explain the juvenile court process, the juveniles options and other resources available for more information

Knowledge of rules regarding what can and cannot be discussed

Knowledge of grievance procedures

Knowledge of general orientation procedures (AS)

Knowledge of visiting rules (AS)

RULES & CONCEPTS

Provide correct information

Take time to explain thoroughly and answer questions

Situation is stressful for juvenile; try to be helpful and alleviate their anxiety

JCO's role is not to judge – leave for the court

Purpose is to alleviate anxiety, promote consistency among staff, clarify expectations

Explain juvenile justice process and time frames but do not tell them what will happen to them – okay to tell them you don't know what will happen

JCO should be available to answer questions on an almost continual basis

Be as consistent with each minor in your explanations and communications

STEPS

Explain rules and procedures (e.g., grievance) to juvenile

Assign and explain program to juvenile

Explain disciplinary procedures

Answer questions about the facility, staff counselor's role, juvenile's legal status, and the juvenile justice system

Review with the juvenile a behavioral and/or admission contract specifying expected behaviors at the facility and obtain a signature or acknowledgement from juvenile

Document orientation process

AIDS & RESOURCES

BOC Standards documents

Departmental Procedures Manual (AS)

Institutional Rules

Orientation Handbook (AS)

3.0 ESCORTING AND TRANSPORTING

Map 3.1	Escort Juveniles Individually Or In Groups To And From Locations Within Facility; For Example, Classrooms, Work Details, Infirmary, Court Holding Room, Interview, Visiting, Or Phone Room
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RELEVANT CORE TASKS

22. Escort juveniles individually or in groups to and from locations within facility (for example, classrooms, work details, infirmary, court holding room, interview, visiting, or phone rooms).

VALUE

Escape, assault risk is very high

Maintain control of the situation

Maintain security and safety of staff, juvenile and the community

PREREQUISITES

Ability to count

Know how to get to destination efficiently (AS)

Knowledge of process for getting help in case of a problem during escort (AS)

Knowledge of institutional transport policy (AS)

Knowledge of policies re: opposite sex transport (AS)

Knowledge of how to restrain the physically aggressive

Ability to apply restraints, handcuffs, shackles

Knowledge of the physical plant (AS)

Knowledge of classification and risk status of the juvenile(s) being transported

RULES & CONCEPTS

Walk where you can see them at all times – not in front!

Count continually

Be sure to keep keys secure and away from the juveniles

Take most secure route

Notify someone (e.g., movement control) that transport is in progress – obtain coverage

Be alert to movements of juveniles during escort

Be sure to not escort opposite sex juvenile in isolated area – if this is not possible, log time out, proceed directly to destination and immediately log in at destination. Leave no time blocks unaccounted.

AIDS & RESOURCES

Policy Manual (AS)

Restraint, handcuffs, and shackles

Wheelchairs, gurneys for injured minors

Communication equipment (AS)

I.D. devices (e.g., clothing, badges, etc.)

Map 3.2 Transport Juveniles Individually Or In Groups To And From Locations Outside The Facility; For Example, Other Facilities, Recreational Centers, Law Enforcement Agencies, Hospitals, Courts, Airports

RELEVANT CORE TASKS

23. Transport juveniles individually or in groups to and from locations outside the facility (for example, other facilities, recreational centers, law enforcement agencies, hospitals, courts, airports).
25. Apply appropriate restraints for transportation (for example, handcuffs, transportation belts).
26. Search juvenile for weapons, contraband, narcotics before transporting.
27. Search transportation vehicles for weapons, contraband, narcotics.
28. Conduct vehicle safety check/inspections prior to transporting.

VALUE

Escape risk is high

Maintain security and safety of staff, juvenile and the community

Reputation of department is at stake when out in the community

Prevents accidents and breakdowns

PREREQUISITES

Knowledge of when (AS) and how to use restraints

- handcuffs
- leg restraints
- martin chains
- flex cuffs
- restraining belts

Knowledge of risk status and classification of juvenile

Knowledge of relevant procedures re: transportation (e.g., use of restrooms, illness, meals, etc.) (AS)

Ability to read maps

Knowledge of best route, parking at destination (AS)

Possession of valid California driver's license, good driving record, appropriate license for class of vehicle

Ability to count

Knowledge of use of various communications equipment (e.g., radio pack sets, telephones and security alarms)

Knowledge of emergency procedures (AS)

Knowledge of how to conduct vehicle safety checks

Knowledge of vehicle transporting issues (e.g., being followed, night time, etc.)

RULES & CONCEPTS

Take directly to destination and return – no side trips

Give time and mileage (i.e., write down or call it in)

Follow department policy re: opposite sex transport

Check gas, oil, brakes, running condition, tires, water, lights, and emergency kit

Search juvenile for contraband, weapons per department policy

Don't put potential weapons within reach of juvenile (e.g., pencil, screwdriver, keys)

Take communications equipment with you

Observe vehicle codes

Never allow juvenile(s) to be out of your sight (e.g., to go to the bathroom)

Security and safety issues regarding transportation time, day, route, etc.

STEPS

Search the transportation vehicle for any weapons, other contraband, or narcotics

Conduct vehicle safety check/inspections (before and after transportation)

Apply appropriate restraints for transportation

Obtain any necessary court orders

Log out and in the vehicle, credit cards, communication equipment, etc.

Record mileage and time

AIDS & RESOURCES

Maps (AS)

Policy manual (AS)

Other staff

Vehicle

Restraints

Communication equipment (AS)

I.D. devices (e.g., clothing, badges, etc.)

Law enforcement agencies

Map 3.3 Supervise Juveniles Outside Facility; For Example, In Hospitals, At Funerals, At Court, At Church

RELEVANT CORE TASKS

24. Supervise juveniles outside facility (for example, in hospitals, at funerals, at court, at church).

VALUE

Escape danger is high

Danger to juvenile, staff, community is high

Departmental reputation is at stake

PREREQUISITES

Knowledge of facility that you are taking juvenile to or picking up from (e.g., county, hospital, airport)

- security system
- special entrances
- parking

Knowledge of who will be there (e.g., gang friends or enemies at a funeral)

Knowledge of confidentiality of record information

Physical ability to restrain juvenile (even when they are in mechanical restraints)

Knowledge of department policy re: what to do if juvenile tries to escape (AS)

Knowledge of emergency procedures (AS)

Knowledge of when a court order is necessary and how to obtain one

Knowledge of staff relief procedures (AS)

Knowledge of hospital visiting procedures

RULES & CONCEPTS

Never let them out of your sight

Do not take side trips

Do not discuss juvenile's case with people outside

Try to set limits with juvenile on what they can do during trip (e.g., involvement in funeral)

Set limits and expectations before you leave – have a plan

Be careful on use of force when restraining a juvenile

Be alert – anticipate problems

Minimize any public contact

Important to keep juvenile(s) who is in custody out of public places – citizens become alarmed when they see juvenile(s) in restraints

May need a court order giving permission to take minor to activity, depending upon conditions under which minor is detained

AIDS & RESOURCES

C.O.R.I. (Criminal Offender Records and Information laws)

Policy Manual (AS)

See map 3.2

4.0 SUPERVISING JUVENILES: DAILY CARE AND CUSTODY

Map 4.1 Inspect Rooms/Dorms, Room Contents, And Other Areas For Cleanliness

RELEVANT CORE TASKS

30. Inspect rooms/dorms, room contents, and other areas for cleanliness.

VALUE

Set standards and expectations for juvenile's own welfare

Establishes control

Provides protection against disease among juveniles and staff

Helps meet cleanliness standards of the Health Department and CYA

Provides protection for juveniles and staff by keeping dangerous items out of room

Prevents contraband from being maintained in room

Provides for security and safety of staff and juveniles

Reduces costs of repairs to facility

PREREQUISITES

Knowledge of agency's standards (AS)

Knowledge of BOC standards

Knowledge of physical layout of rooms, buildings

Knowledge of indicators of gang affiliation

Knowledge of when inspections should be conducted

Knowledge of reward system

RULES & CONCEPTS

Items and/or areas to check:

- clothes
- bedding
- toilet and sink
- floors, walls, ceiling
- food
- window ledges and panes
- doors
- locks
- general graffiti

Be sure juveniles are supervised during inspection; don't do it alone

Conduct individual room inspections before and after release of juvenile

Wear gloves

STEPS

Take juveniles to room

Conduct general visual inspection

Inspect room and living areas communications and lighting systems

Determine whether they have clean clothes, clean bedding

Remove extra or unauthorized items from room and document

Record any damage to the room or living area

AIDS & RESOURCES

Department policy manual (AS)

Picture of clean room as standard

Diagram or list of expectations

BOC Standards

Cleaning checklist (AS)

Damage control checklist (AS)

List of allowable property for rooms, dorms, etc.

Map 4.2 Supervise Use Of Bathroom Facilities And Shower

RELEVANT CORE TASKS

31. Supervise the juveniles' use of bathroom facilities.

32. Supervise juveniles when they shower.

VALUE

Prevents:

- sexual misconduct
- injuries
- passing of contraband

Proper supervision facilitates a smooth running shift and promotes health and hygiene

Ensures safety and security (otherwise liability issues may arise)

PREREQUISITES

Knowledge of agency procedures (AS) (e.g., male/female rules)

Knowledge of individual case circumstances (AS)

Know risk management-safety standards, health standards (AS)

Knowledge of how to sequence (i.e., need a tracking system of some sort)

RULES & CONCEPTS

Prevent physical contact between juveniles

Make sure everyone is visible above the privacy screen (AS)

Be aware of tone/noise level, whispering

Count those inside and outside of the screen (AS)

Look for marks on body (i.e., tattoos, bruises, medical problem, suicidal marks)

Be aware of issues:

- individual cases
- order of showering
- who else in area
- tone of the group
- make-up of group

Be aware of classifications

When in group, need more supervision

Look for contraband

Be aware of special circumstances (i.e., burns, casts)

Ensure equal access for all juveniles

Ensure area is secure and clean

STEPS

Determine time showers are to be taken

Clean and secure area

Prepare the group:

- let them know that it is time to go to their rooms and get ready for showers
- explain any special rules or circumstances (e.g., medical)

Monitor and control number of juveniles in the area

Supervise area according to agency guidelines

Notify supervisor of problems or unusual circumstances

Secure area

AIDS & RESOURCES

Title 15 Regulations

Policy Procedure Manual (AS)

Peers

Supervisors

Map 4.3 Pass Out Supplies (For Example, Personal Supplies Or Cleaning Supplies) And Collect Returnable Supplies

RELEVANT CORE TASKS

33. Pass out supplies (for example, toothpaste, soap, combs, razor blades) and collect returnable supplies.

VALUE

Maintain control over supplies

Avoids potential physical danger to juveniles/staff (e.g., suicide)

PREREQUISITES

Knowledge of agency procedure (AS)

BOC standards and rights of juveniles to various supplies

Knowledge of method for storage, location of supplies (AS)

Knowledge of items considered contraband (AS)

Knowledge of how to dispose of used and/or contaminated supplies

Knowledge of universal safety precautions

RULES & CONCEPTS

Don't allow any juveniles to share supplies

Note the amounts used

Monitor/supervise for proper usage

Be sure to check on the juveniles' classification before handing out dangerous chemicals (e.g., solvents or other supplies) (AS)

Be sure to check conditions of "security" items upon their return (AS)

STEPS

Set time for dispensing the supplies

Assess needs and dispense proper amount per policy

Check things out/in – count each item

Inventory supplies

a. order supplies when necessary

b. respond to discrepancies

AIDS & RESOURCES

Checklist (AS)

Housekeeping unit/personnel (AS)

Map 4.4 Explain Personal Hygiene Procedures To Juveniles (E.G., Shampooing Directions)

RELEVANT CORE TASKS

34. Explain personal hygiene procedures to juveniles (for example, shampooing directions).

VALUE

Promotes hygiene

Maintains good health/healthy environment

May help juvenile interact more successfully with others thus developing social skills and enhancing self esteem

PREREQUISITES

Knowledge of standards of facility

Verbal communication skills

Knowledge of cultural/religious differences in hygiene

Knowledge of allergic reactions and procedure to follow if a medical problem arises

Knowledge of procedures for handling violations of standards

Knowledge of individual case facts and circumstances

Knowledge of procedure for use/control of personal grooming aids (AS)

RULES & CONCEPTS

Be tactful in explaining personal hygiene problems to juveniles

Encourage and teach good hygiene habits (i.e., use of sanitary napkins – don't flush)

Specifics should be dealt with individually

Isolate or use as procedures for juveniles who violate these standards

STEPS

Orient the juvenile to the expectations upon admission

Explain rules and describe particular hygiene problems of the individual

Get feedback from juvenile

Document feedback in case notes or log

Follow up with problem individuals to see that they are maintaining proper hygiene

AIDS & RESOURCES

Parents

Nurse

Psychologist

Department policy/procedure manual (AS)

Volunteers (i.e., nursing students)

Supervisor

Map 4.5 Handling Of Clothing And Bedding

RELEVANT CORE TASKS

- 35. Conduct/supervise clothing or bedding exchange.
- 36. Sort/supervise sorting of dirty linen and clothing for the laundry.

VALUE

Promotes cleanliness/hygiene

Avoids disease

Avoids grouping/gang affiliation, thus asserting power/control

Helps staff maintain control (i.e., minors know who is in charge, and they cannot wear anything they would like to, such as gang affiliated clothing)

PREREQUISITES

Knowledge of:

- BOC standards
- policy standards
- exchange procedure
- sorting procedure
- laundry procedure

Clothing distribution policy (AS)

Knowledge of “universal safety precautions” for AIDS and other communicable diseases

Knowledge of procedure for handling personal clothing items

Knowledge of procedure for handling contaminated articles (AS)

RULES & CONCEPTS

Be aware of which minor in group has informal control (i.e., who gets new clothes, good styles)

Supervise the way they wear and care for the clothes

Before court appearance and visiting day, assure adequate appearance

Dispense appropriate size clothing

Zipppers can be used as weapons, tools

Remember that ties on PJ's and bathrobes can be used for suicide attempts, assaults, etc.

Watch for hoarding of clothes for use in escape or other problems (e.g., sniffing chemicals, using socks as weapons with soap bars, etc.)

Be sure laundry is equitably distributed (no favorites)

Inspect clothing and bedding for damage

STEPS

Set time to exchange

Inform units of who/when will exchange

Take inventory

Assign sorting task to a juvenile and explain procedure

Check condition and fit of clothes

Assure that the laundry gets done and is delivered to appropriate area

Bag contaminated clothing separately

AIDS & RESOURCES

Department policy manual (AS)

Laundry list (AS)

BOC Standards

Gloves

Map 4.6 Review Medical Log And Medical Restrictions

RELEVANT CORE TASKS

39. Review medical log and make note of medical restrictions.

VALUE

Prevents possible loss of life or physical harm/illness to juveniles and/or staff

Avoids legal liability suit for negligence

Avoids manipulation by juvenile(s)

PREREQUISITES

Knowledge of medical terminology used in institution

Location of medical supplies

CPR and first aid

Knowledge of who has responsibility for distribution of medications

Knowledge of procedures for handling juvenile who refuses medical treatment (AS)

RULES & CONCEPTS

Never change medical directions or prescription; always abide by the written prescription

Call medical unit and/or supervisor regarding any questions or problems

If unclear, seek help

STEPS

Review medical log at beginning of shift

Review each minor's individual medical sheet

Write down special notes (document for yourself the daily schedule of medications and restrictions)

Log each time you give medications, etc.; document everything you do

Assure appropriate amounts of medication are available

AIDS & RESOURCES

Medical log

Procedures manual (AS)

First aid handbook

Institution medical staff

BOC standards

Physicians' Desk Reference manual (PDR)

Supervisor

Map 4.7 Pass Out Medications

RELEVANT CORE TASKS

41. Pass out medication, observe juvenile taking it, and record if taken or refused.

VALUE

Prevent possible physical illness/harm to minor

Avoid any legal liability

PREREQUISITES

Knowledge of procedure for refusal to take medication (AS)

Familiarity with how to read the medical log (AS)

Should have read medical log that day

Knowledge that in case of uncertainty one should refer to supervisor (i.e., victims, bringing own prescribed drug, dietary supplements)

Knowledge of the procedure for medication distribution (AS)

Knowledge of procedures for handling juvenile who refuses medical treatment (AS)

RULES & CONCEPTS

Watch for odd behavior

- running to bathroom
- going to small group in a corner
- unusual behavior for individual
- wanting to be alone

Watch for contraindications

- allergic reaction
- opposite behavior of how medication is supposed to affect individual
- manipulative or bogus reaction

General procedure:

- pill on the tongue
- watch them drink
- look under tongue and cheeks

Amount of liquid in the cup should be appropriate amount to swallow the pill

Identify and link the juvenile to the medication

Don't become involved in more than one medical transaction at a time

All medication brought in by the juvenile should be properly labeled with their name and approved by the medical unit or supervisor

STEPS

1. Ensure you have proper medicine for the proper person at proper times (identify by name and facility's ID) (AS)
2. Give cup, get water, give pill
3. Watch individual take medication
4. Open mouth to check under tongue and in cheek area
5. Watch for odd behavior indicating he/she is trying to hoard drug
6. Observe person for a few minutes
7. Log time and date medication was given in appropriate medical log and initial the log entry
8. If the medicine is refused, document
9. Errors made in dispensing medications must be reported
10. Take a pill count (each card has matching bottle) matching the number in the bottle with what label indicates

AIDS & RESOURCES

Procedures manual (AS)

Medical staff

Mental health staff

Physicians' Desk Reference manual (PDR)

Juvenile's family

Map 4.8 Identify Juvenile In Need Of Medical Or Psychiatric Care And Obtain Appropriate Help

RELEVANT CORE TASKS

42. Identify juvenile in need of medical or psychiatric care and obtain appropriate help.

VALUE

Ensures safety/security for the community

Prevents serious physical harm or illness to the minor

Avoids legal liability problems

PREREQUISITES

Knowledge of:

- procedure for reporting or documenting (as)
- first aid or CPR
- what constitutes medical problems
- who to refer juvenile to or who to obtain help from

Ability to discern a medical or mental problem

Knowledge of procedures for requesting mental health services for juvenile

RULES & CONCEPTS

When in doubt, treat as if serious illness or injury

Have necessary restraints available

Report and document:

- names of all people notified
- date and time
- subject matter
- chronological sequence of events

Do not interpret medical/mental problems; always refer to appropriate source (person) – describe behavior

Maintain constant supervision of juvenile

A juvenile may pretend to be injured or ill as an effort to escape or get attention; always treat as if the problem is real and take necessary precautions against escape, etc.

Take minors seriously when they report that another minor is having a problem

STEPS

1. Conduct daily sick call
2. Anytime there is a request to see a doctor:
 - evaluate seriousness of illness or injury
 - render any immediate first aid necessary

- notify supervisor
- put individual on sick call
- notify medical and mental health services
- if medical or mental health unavailable, contact supervisor

3. Report and document all injuries and illnesses

AIDS & RESOURCES

Peers, other staff members

Supervisor

Medical/mental health units

BOC standards

Policy/procedures manual (AS)

Other minors

Appropriate restraints

Map 4.9 Supervising Meal Time

RELEVANT CORE TASKS

- 43. Release juveniles for meals in dining hall at appropriate times.
- 45. Feed/supervise feeding of juveniles in rooms or dormitories.
- 46. Supervise feeding of juveniles in dining hall, cafeteria, or food service area, monitoring and maintaining control.
- 49. Report food shortages to shift supervisor or kitchen.
- 51. Serve and monitor special diets.

VALUE

Proper supervision prevents:

- obtaining weapons
- riots, fights
- injury to minor or staff
- health hazards
- physical harm to juvenile (i.e., starvation or malnutrition)
- smuggling food
- promotes social (and health) skills by teaching manners and nutritional values

Proper supervision by staff assures good control over the group and clearly shows who the authority is in the facility

PREREQUISITES

Knowledge of:

- rules of meals and behavior expectations (AS)
- group dynamics
- emergency group control plan (AS)
- appropriate etiquette and table manners
- dining room procedures (AS)
- procedures for handling food related problems

Good listening skills and vision

RULES & CONCEPTS

Preparation of minors – calm, lined up, count, right people in appropriate groups

Mealtime is critical time for problems

Watch for groupings

Staff should always be visible

Do not allow staff to sit together – spread staff, supervision throughout dining area

No trading food

A minimum of 30 minutes is required per meal

Make seating assignments when appropriate

Watch for intimidation by leaders within the group (e.g., getting others' desserts)

Watch for consistent proportions of food among all minors

Listen to tone of group

No food should be brought back to rooms

Watch eating habits (excessive use of sugar or salt)

Confront situations as they come up; be assertive in discipline

Get everything back from isolated minor – document what they eat or if they are not eating

Do not allow inappropriate complaints about the food

Meal time is a good opportunity to address the group

Cannot withhold food as a means of discipline

STEPS

Post mealtimes

Allow adequate time to get them prepared for meal

Determine count for each meal; many special diets, how many with group, how many in rooms, how many with special plates or trays, any special circumstances

Assign K.P. (helpers)

Count silverware at appointed times (before and after meals, etc.)

Serve meal (issue silverware if applicable)

Supervise and monitor during meal

Report food shortages

Monitor individuals who are eating in isolation or individual rooms

Make sure rules are upheld

Encourage "food groups" in each meal

Clean up: supervise the K.P. helpers

Dispense snacks at appropriate times

Provide meal upon request for night bookings or medical needs

AIDS & RESOURCES

Dietary/kitchen staff

Supervisor

Policy manual (AS)

BOC standards

Map 4.10 Verify Tray And Silverware Counts

RELEVANT CORE TASKS

47. Verify tray and silverware counts.

VALUE

Proper verification and counting prevents minors from:

- disrupting normal routine
- escaping
- harming other minors or staff
- using dangerous weapons

PREREQUISITES

Knowledge of:

- policy and procedure for counting
- procedure used when items are missing (AS)

Ability to count

RULES & CONCEPTS

Taking silverware is an indication of possible grudges, need for attention, plans for escape or plans to attack someone

Must find missing silverware regardless of time taken before minors leave area

Critical to acknowledge to other staff when their counts are “off”

Check and re-check

STEPS

Count (before and after)

Account for missing items

Notify supervisor and other staff members of missing utensils

Search for missing utensils, dishes, trays, etc. (AS)

Document the problem

AIDS & RESOURCES

Procedures manual (AS)

Experienced staff

Map 4.11 Monitor And Intervene In Disputes Between Juveniles Before A Fight Occurs

RELEVANT CORE TASKS

52. Monitor and intervene in disputes between juveniles (before a fight occurs).

VALUE

Preventative measures facilitate smoother running shifts with less paperwork and more time to work on treatment rather than crisis solving

Avoids possible physical harm to juvenile or others

Creates an opportunity for juveniles to learn appropriate conflict resolution skills

PREREQUISITES

Ability to establish good rapport with kids

Knowledge of:

- behavior management techniques
- assaultive behavior and restraints techniques
- street situations that could be carried into the institution
- group dynamics
- indicators of gang affiliation

RULES & CONCEPTS

Major emphasis is on prevention and intervention

Staff must be visible at all times

Maintain positive communications between shifts

Listen to tone of group (e.g., too quiet or louder than usual)

Be mobile

Take threats seriously

Don't preoccupy self, be attentive to juveniles

Clues:

- hanging around staff
- hearing argument
- groupings
- one minor going back and forth between two groups
- whispering
- escalation of noise level or extreme quiet
- body language

Go with your feelings – don't wait for all the facts to surface

When group leaders leave, others begin a power struggle

Identify the negative group leaders and the scapegoats

Monitor/confront juveniles who are preparing selves or are encouraging others to fight

Notice which individuals and/or groups first approach a new minor in the living unit – may be recruiting

Security and control of the group is the priority

Don't place wards in same area if they may be enemies or from different gangs, etc.

Maintain control at all times

Observe for gang affiliated communications

STEPS

Pick up clues by being attentive at all times and observing group situation

Confront situation as individuals or group(s)

- state what the consequences will be and give alternatives

Get commitment from group or individuals

Bring problem out in the open – diffuse tension

Isolate or separate problem individuals or entire group (AS)

Communicate to staff on other shifts

Document and report in unit log

Notify supervisor of problems

AIDS & RESOURCES

Written or verbal communication in the form of log books or from interaction with staff members

Other juveniles in facility

Experienced staff (for help with handling techniques for varying situations)

Map 4.12 Break Up Fights And “Horseplay”

RELEVANT CORE TASKS

53. Break up fights between juveniles.

54. Break up "horseplay".

VALUE

Prevents physical injury/harm to minors and staff

Avoids legal

PREREQUISITES

Knowledge of:

- disturbance procedure (AS)
- restraint training
- self defense
- handcuff procedures (AS)
- hostage policy, emergency procedures (AS)
- drug induced conditions

Physical ability to break up fights

Ability to maintain composure

Knowledge of principles of interpersonal communications

Knowledge of principles for de-escalating emergency or crisis situations

RULES & CONCEPTS

Watch for:

- facial expression, level of anger, tone of voice, reaction of the rest of the group

Alarm button:

- if you feel unable to handle the situation, don't hesitate to use the alarm system (especially when you are alone)

Maintain awareness of surroundings, the juveniles in the room, location of other staff, doors, etc.

Use appropriate level of force and proper restraints

Remain calm; if you get upset, get out of the situation if possible

Give orders or directions, take charge, be in control

De-escalate the situation

Provide for safety of staff

Don't get involved in horseplay

STEPS

Determine whether fight, horseplay, or diversion

Take appropriate action:

- hit alarm system and/or seek assistance (AS)
- lock up rest of group or isolate them, secure them (AS)
- deal with fight

Document and report

Complete follow-up reports, medical reports

Other agencies notified when appropriate

Investigate to determine reasons for fight – provide follow up talks or counseling so it won't reoccur

AIDS & RESOURCES

Other agencies (police) (AS)

Restraints (AS)

Chemical agents (AS)

Communication equipment

Alarm system

Policy manual

Training classes

Other staff

Map 4.13 Conduct On-The-Spot (For Example, Crisis Intervention) Counseling With Juveniles

RELEVANT CORE TASKS

55. Conduct on-the-spot (for example, crisis intervention) counseling with juveniles.

VALUE

Prevents physical danger to self or others

Avoids possible legal liability

Maintains control of group

Establishes appropriate relationship/rapport between staff and minor

Creates a learning situation for the juvenile to observe appropriate behaviors (role model)

Gives minors immediate feedback to help them develop insight into their perceived problems

PREREQUISITES

Knowledge of:

- available resources
- crisis intervention techniques
- basic procedure for crisis intervention (AS)
- basic counseling techniques

Ability to communicate clearly and effectively

RULES & CONCEPTS

Talk to juvenile – verbalize

Find out what the problem is

Observe behavior:

- hysterical
- violent
- silent
- depressed
- crying
- withdrawal
- demanding attention

Practice active listening skills

Listen to tone of group (whether louder or more quiet than usual)

Know when to remove yourself

Know when to ask other staff for help with the problem

Remember: group comes first – some minors demand a great deal of staff time when their problem does

not warrant it

STEPS

Notify supervisor

Staff and/or juvenile identifies problem

Determine degree of seriousness

Refer to appropriate resources

Remove juvenile from group and counsel

Document steps taken

AIDS & RESOURCES

Procedures manual (AS)

Mental health staff

Field Probation Officer

Attorney or Public Defender

Parents

Volunteers

Chaplain or religious counselors

Supervisor

Other juveniles

Other staff members

Map 4.14 Respond To Juveniles' Questions Or Requests

RELEVANT CORE TASKS

56. Respond to juveniles' questions or requests.

VALUE

Maintains staff's control of group

Reduces anxiety of juveniles

May avoid legal liabilities, dependent upon what the question or request is

Avoids possible acting out, violence, physical danger

PREREQUISITES

Knowledge of:

- unit routine (AS)
- guidelines for confidentiality (C.O.R.I., AS, etc.)
- legal ramifications of various situations
- resources

Knowledge that:

- this is a critical area for new staff; they will be tested by juveniles
- juveniles will use manipulative techniques in asking questions to suit their own purposes

RULES & CONCEPTS

Juveniles test new staff by asking questions

Okay to say "no" or "I don't know"

Control question, structure times

Unless you are the person responsible for the following issues, do not discuss them:

- court matters
- placement plans
- release plans
- status of case
- medical problems

Do not discuss:

- other minor's problems
- other staff and staffing patterns
- emergency procedures

Watch for questions that seem to have a hidden agenda as:

- what would you do if ...?
- why do we do it this way instead of the other way?

Do not let them read their files

Read logs to find appropriate answers

STEPS

Establish with group appropriate times for answering questions or requests

Determine nature of question

- motive
- need of juvenile
- time
- appropriateness
- whether the question is for you or others

Respond or refer or delay

Document if appropriate

AIDS & RESOURCES

Co-workers

Supervisor

Other personnel (P.O., mental health, lawyer)

Policy manual (AS)

Log books (AS)

Juvenile's file

Parent/legal guardian

Map 4.15 Handling Rule Infractions

RELEVANT CORE TASKS

- 57. Interview juveniles following a serious rule infraction and make a written report.
- 58. Inform juvenile of reason for and type of disciplinary action to be enforced.
- 59. Enforce appropriate disciplinary action.

VALUE

Proper handling of rule infractions assures that staff will maintain control over group and will facilitate a smooth running facility

Juveniles can see appropriate means of handling violations thus staff provides good role models

Proper handling of rule infractions will result in fewer grievances

PREREQUISITES

Knowledge of:

- grievance procedure (AS)
- institution's rules (AS)
- consequences that are legal and appropriate (AS)
- agency policy at what staff level the appropriate discipline may be administered (AS)
- the specific group dynamics and the individuals (AS)
- written communication skills
- BOC standards
- orientation procedure (AS)
- documentation procedures (AS)

RULES & CONCEPTS

Aggressively investigate to identify infraction and violation

When necessary, for some incidents, isolate all juveniles or lock the unit down (get approval from supervisor)

No negotiation or debate

Take ownership of rules

Don't promise something that isn't possible

Be firm, clear, concise, to the point, don't personalize, remain open-minded

Admit your own mistake when appropriate

Acknowledge to self situations that you are unable to handle alone or a particular ward with whom you cannot work – refer to supervisor, or other appropriate staff

Consequences and rules should be posted for the juveniles and they should be familiar with them

Rules should be applied as equally as possible to all minors in living unit

STEPS

Identify rule violation

Confront situation

Isolate violator(s) if possible

Talk to juvenile, discuss rule infraction – make sure they know they broke rule

Discuss consequences

Discuss grievance procedures – explain steps

Get commitment from juvenile

Assess emotional stability of juvenile and determine where to place him (special program; back with group; or isolate)

Document entire process

Re-evaluate:

- consult with supervisor
- review log entries
- review with staff
- make recommendation

Determine appropriate consequences and enforce consistently

AIDS & RESOURCES

Supervisor

BOC standards

W. I. Code

Procedures manual (AS)

Institution's rules (AS)

Co-worker

Bi-lingual forms/staff

PO

Map 4.16 Lead Group Problem Solving Discussions/Youth Forums With Juveniles

RELEVANT CORE TASKS

60. Lead group problem solving discussions/youth forums with juveniles.

VALUE

Provides an educational experience for juveniles by demonstrating appropriate conflict resolution and communication skills

Promotes cohesiveness within the group

Prevents fights, suicides by providing alternative method of frustration or anger release

Avoids possible legal liabilities

PREREQUISITES

Knowledge of:

- group dynamics
- confidentiality rules applied to “right or need to know”
- what information must be passed on to authorities
- group counseling process and techniques
- agency procedure for groups
- may be limited with some staff discussing some subject matter (e.g., opposite sex staff discussing sensitive or intimate issues with younger wards)

RULES & CONCEPTS

Stress confidentiality

Maintain control

Stay on task

Maintain self as facilitator

Positive role model when leading group discussions

STEPS

Determine type of group necessary to address problem (i.e., therapeutic or educational)

Determine who is appropriate group leader

- if not self, call supervisor or co-workers

Choose time and place

Plan agenda or approach

- teaching
- therapeutic

Decide make up of group

Call group together
Explain purpose of meeting to group
Structure group – guidelines/rules
Conduct group
Come to resolution
Adjourn meeting
Document
Monitor post-group behavior

AIDS & RESOURCES

Volunteers
AA meetings
Stop smoking clinics
Community resources
Library
Mental health staff
Medical staff
Schools
Supervisor
Procedures manual (AS)
Probation officer, representative of the court
Drug/Alcohol counseling services
Sex education services

Map 4.17 Evaluate And Grade Juveniles' Behavior For Merit Lists, Leadership Programs, Daily Point, And/Or "Good Week" Systems

RELEVANT CORE TASKS

61. Evaluate and grade juveniles' behavior for merit lists, leadership programs, daily point and/or "good week" systems.

VALUE

Teaches juveniles to get recognition and rewards in acceptable ways

Promotes consistency in evaluations

Provides a means of establishing staff control over juveniles

PREREQUISITES

Knowledge of behavior modification program being used (AS)

Be familiar with behavior modification theory

Knowledge of record keeping system(s) (AS)

RULES & CONCEPTS

Be consistent

Don't use as leverage to manipulate juveniles inappropriately

Be unbiased

Maintain open communication with co-workers

Stay away from always using median point when evaluating in order to maintain a group perspective and to get better indication of poor/good behavior

Explain to minors and document:

- expectations
- reasons
- consequences (rewards and punishments)

STEPS

None

AIDS & RESOURCES

Co-workers

Unit manual (AS)

Mental health staff

BOC standards

Supervisor

Map 4.18 Monitor And Supervise Juvenile Phone Calls

RELEVANT CORE TASKS

62. Monitor and supervise juveniles' phone calls.

VALUE

Promotes family relations

Avoids/prevents acting out situations with juveniles

Avoids possible legal liabilities

PREREQUISITES

Knowledge of:

- legal allowances, responsibilities, and liabilities
- institution's and unit's policy (AS)
 - who can and who can't make calls
 - who can be monitored
 - when monitoring is allowed
- privacy rights law
- appropriate times to terminate conversations

RULES & CONCEPTS

This is an emotional issue for juveniles

- one of few contacts they have with outside world or people close to them
- may gather information that is upsetting; bad news at home or with girlfriend or boyfriend
- may apply pressure on parents to get them released, come to court appearances, bring treats when visiting
- may pass messages to friends

Assure proper authorization for calls

Juveniles use phone calls to manipulate staff

- use as an excuse to get out; if don't get call or someone is not home or if receiving bad news

These factors vary with reason for the call:

- 1) personal
- 2) court orders
- 3) casework

STEPS

Set schedule (time, name, to whom) and keep list

Monitor when appropriate and/or observe post-call behavior

Attend to any potential problem

- receiving bad news
- arguing on phone

Document according to policy (AS)

AIDS & RESOURCES

Phone book

W.I. Code

BOC standards

Procedures manual (AS)

5.0 SUPERVISING JUVENILES: RECREATIONAL OR LEISURE TIME ACTIVITIES

Map 5.1 Supervising Juveniles During Recreation Or Leisure Time Activities

RELEVANT CORE TASKS

63. Supervise juveniles' activity in exercise room or yard.
64. Coach juveniles involved in athletic and/or recreational activities.
65. Participate in sports or game activities with juveniles.
66. Supervise juveniles in indoor game activities.
68. Supervise check out and return of indoor game materials and outdoor sports equipment.
69. Plan and schedule outdoor recreational activities.
70. Plan and organize indoor games, field trips, and social activities.

VALUE

Inappropriate activity may lead to frustration, injury, fights

If recreation program cannot be managed, juveniles will have a great deal of idle time which leads to problems

Recreational activities:

- use up energy
- build physical skills, self-esteem
- remove dead times (boredom) during which problems arise
- provide opportunities for interaction with peers, following directions, teamwork, success experience

PREREQUISITES

Knowledge of skills requirements, rules of games or activities

Ability to communicate rules of:

- basketball
- softball
- volleyball
- football
- use of weights

Knowledge of institutional policy regarding participation in activities, suggested activities

Knowledge of BOC standards regarding exercise (e.g., large muscle activity)

Knowledge of behavior under competitive conditions

Knowledge of indoor games, activities

Knowledge of first aid and CPR

Knowledge of how to respond to injuries (e.g., who to call)

Knowledge of safety precautions for sports activities

Knowledge of various physical/medical restrictions for individual participants

RULES & CONCEPTS

Match recreational activity with maturity and ability level of juveniles

Try to integrate teams, consider best ways to choose teams

Keep all juveniles within range of vision

Maintain adequate staff supervision for the activity

Behavioral signs of problems:

- non-participation
- racial/ethnic grouping
- arguments
- agitating, teasing

If problem occurs, terminate activity

Avoid outside stimuli, agitation

Watch for and anticipate danger in connection with equipment for games

If alone, stay near alarm, emergency or communication equipment

Check supplies in and out to avoid equipment loss

Have system for juveniles to take turns to avoid intimidation/fights

During social activities:

- have male and female staff
- more than one staff, have one mingling and one near control system
- require a physical “warm up”
- adequate security lighting for area
- provide equal access for all participants to equipment and areas
- vary music by interests of group

During field trips:

- keep group together
- avoid contacts with public or friends in the community
- terminate the activity if any incident occurs
- take restraints with you

Watch for passing of contraband, letters or notes

Use appropriate equipment for the activity and the recreation area

STEPS

Plan and schedule recreational activities for the outdoors (e.g., assess level of group)

Explain exactly what is going to happen and what is expected and consequences of failure to follow rules

Inspect equipment

Collect all needed equipment

Escort to recreation area

If needed, teach basic skills (but don't let it interfere with supervision)

AIDS & RESOURCES

Departmental policy manuals

BOC standards on number of hours of exercise

Activities book

Parks and Recreation Department personnel

Recreational equipment

Recreational area

Communications equipment

6.0 SUPERVISING JUVENILES: WORK DETAILS

Map 6.1 Supervising Juveniles During Work Details

RELEVANT CORE TASKS

- 71. Issue equipment/tools/cleaning supplies.
- 72. Instruct/train juveniles in safety procedures and safe use of tools.
- 73. Inspect work equipment for safety.
- 74. Supervise juveniles working in juvenile institution areas (sweeping, cleaning, removing trash, working in kitchen, doing laundry).
- 75. Supervise work of kitchen crew before and after meal set-up and clean up of floors, tables, and dishwashing
- 77. Supervise clean up of work equipment.

VALUE

Poor cleanup results in:

- poor sanitation
- bad odors
- poor physical appearance of facility

Inappropriate selection of juveniles leads to problems:

- dangerous situations
- work does not get done
- possible injuries

Good cleanup results in positive self image of staff and minors

Develops good work skills/habits

Maintain proper use and condition of equipment

PREREQUISITES

Knowledge of institutional rules regarding time frame for work activities

Knowledge of work safety rules and ability to safely use equipment required for work; for example:

- buffer
- lawn mover

Knowledge of first aid, CPR

Knowledge of classification system

Knowledge of work record keeping systems (e.g., work credits, school credits, performance records)

RULES & CONCEPTS

Identify juveniles who are not management problems:

- least likely to cause problems
- consider past behavior
- consider classification status and nature of the work (e.g., equipment)

- ability to use tools or to learn use

Instruct juveniles regarding touching, handling animals on the outside

Provide explanation of expectations and consequences for work detail

Learn what the juvenile wants or needs to be motivated; for example, praise, recognition

Do not leave equipment, tools, cleaning supplies laying around

Be sure that you get back what you checked out

Be cautious in taking security risk or suicide risk on work detail

Check medical status before assigning to various activities/work assignments

Never let them out of your sight – position yourself where you can see entire group

Make sure the task has a purpose and gives the minor a sense of accomplishment

Provide safety orientation, the precautions being dependent upon the equipment being used

Match juvenile's skill level with the work required (a learning and treatment activity)

STEPS

1. Inspect work equipment for safety
2. Identify juveniles available/able to work
3. Determine task (what and where) and plan for managing work
4. Instruct/train juveniles in how to perform the task – ensure understanding
5. Provide positive reinforcement for good work
6. Inspect all work and have them do it over if necessary
7. Collect tools and supervise clean up
8. Maintain work records; who, where, when, how long

AIDS & RESOURCES

Institutional procedures

Other experienced staff

BOC standards

Safety equipment (e.g., goggles, gloves, hard hats, etc.)

7.0 CASEWORK

Map 7.1 Gathering Information On Individual Juvenile

RELEVANT CORE TASKS

78. Conduct and write initial evaluation on individual juveniles, including an assessment of youth's background, capabilities, and problem areas.
79. Participate in the classification of assigned juveniles.

VALUE

Information of this sort prevents incidents, helps de-escalate when they occur

Aids in the classification of the juvenile

PREREQUISITES

Interviewing skills

- listening
- questioning techniques
- non-judgmental response

Knowledge of your role in the institution, expectations that superiors/peers have for your performance

- legal mission of institution

Awareness of differences in value systems:

- career criminal
- adolescents in general
- psychologically disturbed minors
- physically and sexually abused minors
- cultural values

Awareness of own preconceptions about personalities of juveniles and their individual value systems

Indications of gang affiliation

Knowledge of laws and procedures regarding confidentiality

RULES & CONCEPTS

Things to look for in case file or log:

- medical/mental health status
- reports on behaviors:
 - positive:
 - good personal hygiene
 - sponsors/assists other juveniles
 - good peer relations
 - good worker
 - good skills level
 - negative:
 - ◆ assaultive
 - ◆ escape attempts

- ◆ gang affiliation
- ◆ suicide attempts
- ◆ chronic isolation
- ◆ social isolation
- ◆ peer interaction:
 - victim or victimizer
- ◆ sexual behavior incidents
- ◆ racist behavior
- ◆ unusual behaviors and/or appearance
- ◆ failure to mix with own ethnic group

Counsel juvenile:

- why they are there
- how are they doing
 - their concerns
 - goals after confinement

Observations:

- where they stand in the hierarchy
- interaction with staff, parents
- with respect to parents, look for support system
- skills, abilities, interests
- habits (e.g., hygiene, table manners, eating/hoarding food)

Talking with other juveniles:

- look for supportive information from others
- consider their motives
- if possible future incident is mentioned, follow-up

Asking other staff can help you approach juvenile, broaden and/or verify your perspective

Note any symbols, letters, pictures drawn on paper, books, walls

STEPS

Review case file and log

Talk with juvenile

Observe interactions with others

Listen to what other kids are saying about the juvenile

Talk with other staff about their observations (e.g., nurses, probation officer)

Talk with parents to get their observation

Record information obtained

AIDS & RESOURCES

Case file

Log

Incident reports

Other staff

- co-workers
- school staff
- medical/mental health staff

Probation Officer

Parents

Interpreters

Volunteers

Map 7.2 Develop Counseling Goals And Individualized Treatment Plans

RELEVANT CORE TASKS

- 80. Develop counseling goals and individualized treatment plans.
- 195. Coordinate/contact outside resources for the benefit of juveniles (for example, employers, volunteers, community agencies).
- 198. Assist juveniles with schoolwork.

VALUE

Builds rapport, communication with juvenile

Plan fits the individual, thus more likely to result in progress

May help in the re-socialization of the minor child

PREREQUISITES

Knowledge of and ability to apply basic behavioral management principles:

- reinforcement
- goal setting
- consequences

Legal constraint on use of rewards and punishments

Knowledge of basic counseling techniques

Knowledge of laws and policies regarding confidentiality

Current knowledge of resources available

RULES & CONCEPTS

Set specific behavioral and measurable goals consistent with ability of juvenile

With more difficult minors, consult with psychiatrist, P.O., or other specialist

Communicate with peers for consistency

Communicate with supervisor for approval

Set several short term treatment goals in addition to long term goals

Be realistic

STEPS

1. Review all the information you have on juvenile
2. Clearly identify problems and resources
3. Clearly identify ability levels

4. Talk with the juveniles about goals and plan for assessing programs
5. Plan strategy, time, rewards, etc. for accomplishing the plan
6. Communicate plan with peers and supervisors
7. Evaluate, follow through and update goals whenever appropriate
8. Document progress

AIDS & RESOURCES

Consultants

Juvenile

Peers, supervisors

Parents, family

Mental health staff

Drug/alcohol counselors

Teachers

Religious and other volunteers

Probation Officer

Map 7.3 Counsel Juveniles On A One-To-One Basis

RELEVANT CORE TASKS

81. Counsel juveniles on a one-to-one basis.

198. Assist juveniles with schoolwork.

VALUE

This process may facilitate behavior change

Greater control of individuals and groups

Provides a support and information system for the JCO

PREREQUISITES

Active listening, observing skills (e.g., non-verbal cues)

Basic communication skills

Positive interpersonal skills (e.g., sense of humor)

Self-confident and assertive

Knowledge of basic behavioral principles

Knowledge of laws and policies regarding confidentiality

Knowledge of child/sex abuse laws and reporting requirements

Knowledge of referral sources

RULES & CONCEPTS

Establish non-threatening atmosphere

- nonverbal
- verbal

If possible, counsel with juvenile when there are not a lot of interruptions or distractions

Typically, very brief

Listen carefully

Provide options or alternatives

Provide feedback on what they are saying

Must follow through on anything you commit to

Be direct, sincere, honest

Permit informal, spontaneous sessions initiated by minors

Define purpose of counseling one-to-one (e.g., crisis intervention, modification of behavior, feedback)

STEPS

1. Document purpose of counseling session
2. Document important information obtained from session
3. Document progress and/or outcomes
4. Set future sessions for follow up when necessary

AIDS & RESOURCES

Case file

Referral sources:

- mental health
- medical staff
- religious counselors

Map 7.4 Conduct Formal Or Structured Group Counseling Sessions With Juveniles

RELEVANT CORE TASKS

82. Conduct formal or structured group counseling sessions with juveniles.

VALUE

Participation increases juveniles involvement and eventual commitment to counseling

Increased sense of control over their fate

Control is provided by pre-established limits and management methods

Develops social skills in minors

Enhances communication and understanding between juveniles

PREREQUISITES

Self confidence

Knowledge of group dynamics, roles individuals play in groups, spot negative trends in discussion

Assertiveness skills

Sense of humor

Knowledge of confidentiality laws and policies

RULES & CONCEPTS

Can be a highly explosive situation because of the numbers or emotional degree of subject matter

Set rules, purpose, expectations for group during the meeting:

- no verbal (or physical) assault (name calling)
- time limit
- general topics to be discussed

Assume leadership role:

- encourage constructive participation from all through using questions
- provide alternatives, ideas
- make clear the things you do and do not have control over
- control group within established boundaries
- redirect responsibility where appropriate

Provide group with feedback on progress or lack of it

STEPS

(Also see Map 4.16)

1. Maintain record of sessions

2. Measure progress and note ideas for future development
3. Evaluate session
 - valuable for other staff

AIDS & RESOURCES

Peers/staff

Supervisors

Mental health staff

Drug/alcohol counselors

Probation Officer

Map 7.5 Assess And Report Juvenile's Progress Toward Program Goals

RELEVANT CORE TASKS

- 84. Evaluate extent to which juvenile is making satisfactory progress toward program goals.
- 85. Confer with others about status of juveniles (for example, other counselors, probation officers, court personnel, mental health workers).
- 104. Prepare individual evaluation reports (for example, case review committee reports).
- 191. Read juveniles' records, noting special handling codes (for example, security risks, behavior problems, suicide risk).
- 194. Read court orders to ensure compliance with special directives regarding care and custody of juveniles.

VALUE

Provide evidence/feedback based on actual performance

Affects juvenile's future motivation to change

Aids court when evaluating minor's progress

Complies with court order

PREREQUISITES

Writing skills:

- specific behavioral examples
- use professional terminology

Communication skills

Knowledge of and ability to use institution's reporting system

RULES & CONCEPTS

Objectivity of observation is important

All statements must have a basis in fact or expressed as "an opinion"

Describe actual behavior only – only state motives when they have been told to you

Agreement or disagreement by staff and minor on level of progress made is critical to the plan

Understand your limitations in assessments

STEPS

1. Review individual's goals
2. Review documentation, notes, gather concrete examples
3. Talk with others who are working with the juvenile

4. Talk with juvenile about progress or lack thereof
5. Record evaluation in each file and log
6. Modify case goals plan as appropriate
7. Refer to map 7.2

AIDS & RESOURCES

Case file, log

See map 7.4

Map 7.6 Make Recommendations For Program Advancement/Graduation

RELEVANT CORE TASKS

86. Make recommendations for program advancement/graduation.

VALUE

Poor planning results in lost credibility and motivation

Poorly done – sets minor up for failure and potential for recidivism

Properly done – gives minor a successful experience

PREREQUISITES

Knowledge of institution policy (AS)

Knowledge of and ability to read court orders (AS)

Writing skills

Knowledge of formal recommendation report (AS)

Knowledge of pre-release options; for example:

- job corps
- family counseling
- work furlough
- education furlough

Interdepartmental communication skills

Knowledge of role of Probation Officer, court, etc.

RULES & CONCEPTS

Never communicate with attorneys unless you have specific approval

Make final decision with staff in authority

Focus on areas for which you are responsible

Importance of intradepartmental communication

STEPS

1. Determine what options are available within institution
2. Determine conditions of probation and see court order
3. Confer with Probation Officer and supervisor
4. Review all information on case
5. Talk with juvenile

6. Consider abilities of juvenile
7. Write an objective and professional recommendation

AIDS & RESOURCES

Court order

Case file

Contacts with Probation Officer

Peers/supervisor

Program policies

Mental health unit

Teachers

8.0 RECORD KEEPING, REPORT WRITING

Map 8.1 Record Keeping

RELEVANT CORE TASKS

- 87. Prepare/update/file juveniles' records, roster, housing cards, personal data cards.
- 88. Update daily rosters recording special status (for example, security risks, activity restrictions) and/or requests for special escort (for example, to court, clinic, appointment with probation officer).
- 89. Log all juvenile movement in and out of rooms and facility (for example, transportation, transfers, bookings, discharges, and work details).
- 90. Log movement of all others entering and leaving the facility (for example, visitors, civilian workers, volunteers).
- 91. Prepare a list of juveniles going to court.
- 92. Update records of juveniles' court status.
- 93. Log facility/unit inspections, security checks, disposition of juveniles' property/clothing.
- 94. Log facility keys in and out.
- 95. Compute and record "good time", "work time", and release dates.
- 96. Do facility/unit population counts (for example, weekly count of juveniles in the facility/unit, number of admissions and releases, transfers).
- 100. Fill out facility forms (for example, repair requisitions, work requests, order forms).
- 101. Record all activities or incidents, occurring during shift, in daily journal or log.
- 188. Clock/sign in and out and receive assignment and any special orders.
- 189. Read internal memos, correspondence.
- 190. Read unit log entries.
- 191. Read juveniles' records, noting special handling codes (for example, security risks, behavior problems, suicide risk).
- 192. Read facility rules, procedures, regulations and other formal written materials relevant to job performance.

VALUE

Critical for operational needs

PREREQUISITES

Knowledge of institutional procedures recording information and completing logs (AS)

On-the-job training

Ability to attend to detail

Reading ability

Legible writing

Clerical speed and accuracy

RULES & CONCEPTS

Do not deviate from procedure

Keep records current

Periodically review and update records

Written records, logs, lists, etc. are used by other personnel to ensure secure and safe operations

Conduct systematic and periodic reviews of institutional written Policy and Procedures to maintain and update current knowledge

Attention to need for clarity

STEPS

Follow departmental, institutional procedure for record keeping (AS)

AIDS & RESOURCES

Procedures Manual (AS)

Case files

Institutional logs

Dictionary

Computers

Map 8.2 Report Writing

RELEVANT CORE TASKS

- 102. Write incident reports for rule violations/unusual situations.
- 103. Write disciplinary reports.
- 105. Write escape reports and supplementary escape reports.
- 190. Read unit log entries.
- 191. Read juveniles' records, noting special handling codes (for example, security risks, behavior problems, suicide risk).

VALUE

Proper written documentation is required for any legal action

Helps maintain a safe and secure environment

Protects staff from false allegations

Key source of information for management of institution:

- to higher management
- between shifts

Used in making individual case treatment plans or making change in confinement

PREREQUISITES

Know rules of the institution

Familiarity with the Penal Code and W.I. Code

Miranda Rights

Writing skills

- speed
- concise
- specificity
- factual, no opinion

Important for formal training because there is not time to train on the job

Interviewing skills

Communication skills (or expectations)

Familiarity with Report Forms and when to use appropriate form

Knowledge of the protocol for conducting investigations (AS)

RULES & CONCEPTS

In completing these reports:

- be factual, be specific
- include who, what, where, when, how, why (e.g., intent if known)
- they are written for and to the legal community and may be used in court
- rules of evidence
- document the fact that the rules were explained to juvenile
- document your response to the incident
- keep legible (or typewritten)
- complete written report within reasonable time after incident (AS)
- chronological report of facts
- brief and concise
- be objective
- don't include opinions unless identified as such (AS)
- don't make inflammatory remarks
- don't leave to memory

Staff accountable for reports

AIDS & RESOURCES

Other incident reports

Penal Code

Welfare and Institutions Code

Miranda card

Institutional policy and procedures manual

Supervisor/peers

Dictionary

9.0 SEARCHING AND SECURING

Map 9.1 Conducting Juvenile Counts

RELEVANT CORE TASKS

- 107. Count juveniles.
- 108. Verify juvenile counts against roster, log, or computer-listed numbers.
- 109. Report count discrepancy to supervisor or central control.

VALUE

Assures security and safety of juveniles, staff and the community

Assures accountability for juvenile location

PREREQUISITES

Knowledge of:

- agency escape procedure (AS)
- agency count procedure (AS)
- agency security check and emergency procedures (AS)

Understand log book entries

Ability to count

RULES & CONCEPTS

Counting is a priority and security issue

At bed checks and other counts, assure the juvenile is physically present and well (i.e., shows signs of life, etc.)

STEPS

Ask staff and look in log book to see how many juveniles should be present

Keep current roster of location of minors

Count – physical presence

Ascertain that all counts correspond

If discrepancy, recount

If discrepancy, identify who is missing and how many

Notify supervisor and/or appropriate person

Document

Take appropriate action (AS)

AIDS & RESOURCES

Log books, log system

Peers, co-workers

Supervisor

Communication equipment

Procedures Manual (AS)

Map 9.2 Maintain Visual Contact And Account For Location

RELEVANT CORE TASKS

110. Maintain visual contact with all juveniles.

111. Account for location and status of juveniles to ensure each is in his/her proper place.

VALUE

Assures community, staff, and juvenile safety and security

Maintain control by staff over juveniles

PREREQUISITES

Knowledge of:

- blind spots and vulnerable spots in building (AS)
- lay out of physical plant and environment (AS)
- how to read and interpret log book
- agency procedure for tracking locations (AS)
- requirements for individuals in isolation, suicide status, room checks
- if vision is blocked, must go in with backup
- general classification of all minors in care

RULES & CONCEPTS

Maintain open communication with staff

Conduct frequent counts as a matter of routine

Be aware of your area of responsibility, especially when working with another staff member (Division of Duties)

Be mobile, circulate and don't congregate with other staff

Avoid predictable patterns and vary routine

STEPS

Maintain visual contact of juveniles

Know where staff is located and notify staff where you are

Check or note in log book or other sources for location if juvenile is not physically or visually present

Contact school, court to verify juvenile's presence, if appropriate

Notify, communicate information as to location of juveniles to appropriate personnel

AIDS & RESOURCES

Log books

Procedures manual (AS)

BOC standards

Peers

Supervisors

Communication equipment

Physical plant

Map 9.3 Lock And Unlock Rooms/Dormitories And Other Gates/Doors

RELEVANT CORE TASKS

112. Lock and unlock rooms/dormitories and other gates/doors.

VALUE

Proper maintenance of locked rooms:

- prevents escapes
- provides security and safety to community, staff, and juveniles

PREREQUISITES

Knowledge of:

- safety techniques
- agency policy for locking doors (AS)
- which doors are locked and which are not (AS)
- emergency procedure for jammed or non-working locks (AS)
- report procedure for maintenance needs (AS)
- location of key(s)
- appropriate keys for appropriate locations (AS)
- key(s) check in and out procedures and to whom

RULES & CONCEPTS

Techniques:

- do not stand in front of door
- visually check in room
- control door with one hand
- remove key immediately from door
- get juvenile out of room
- re-lock or leave unlocked according to policy (AS)
- check to ascertain if all locks work properly
- keep keys attached to body; on string, etc.
- never give keys to juvenile to unlock or lock door for you

STEPS

Determine if safe to open door

Ensure other staff member observes you

Make sure doors are locked when appropriate or required

Make regular checks on doors and locks

Report damage/maintenance needs immediately

AIDS & RESOURCES

Maintenance staff

Supervisor/peers

Procedures manual (AS)

Keys/key pads/cards

Emergency tools and equipment

Map 9.4 Operate And Control Lights In Rooms/Dormitories

RELEVANT CORE TASKS

113. Operate and control lights in rooms/dormitories.

VALUE

Provide proper and safe environment for juvenile and staff

PREREQUISITES

Knowledge of:

- BOC standards
- location and proper operation of lights (AS)
 - switch box
 - fuse box
 - flashlights, lanterns and light sticks
- emergency backup system (AS)
- agency hours and policies for lights-out (AS)

RULES & CONCEPTS

Must have night lights on at night

Report maintenance needs immediately

Light fixtures may be used to hide contraband

STEPS

Make regular checks, especially individual's room light

Document and report problems or malfunctions

AIDS & RESOURCES

Maintenance staff

Adequate supplies

Diagram of light system

BOC Standards

W & I Code

Emergency lighting systems and equipment

Map 9.5 Conduct Security Checks

RELEVANT CORE TASKS

- 114. Make security rounds/checks, making visual check of juveniles.
- 115. Make fence check prior to escorting juveniles outside (for example, for recreation).
- 116. Conduct security checks of rooms, room fixtures, bars, locks, windows, doors, kitchen equipment.
- 126. Patrol areas within facility other than housing (for example, hallways).
- 127. Conduct outside/perimeter checks or perform outside/perimeter patrol duty.

VALUE

Prevents escapes

Provides safety and security for juveniles, staff, and community

PREREQUISITES

Knowledge of:

- physical plant (AS)
- where things should be
- agency procedure (AS)
- potential problem locations (AS)
- communications equipment
- what is contraband (AS)
- indicators of gang affiliation

(See maps 9.6 and 9.7)

RULES & CONCEPTS

Look for/check:

- tampered locks/windows
- excess clothing
- car in lot where shouldn't be
- if things have been left out when they shouldn't be
- heating ducts
- rattle doors, windows
- maintenance equipment, tools, etc.
- volunteer's purses, etc.
- any unusual situation that doesn't fit environment

Stagger times of regular checks so there is no consistent pattern

STEPS

Coming on shift, check before you let juveniles out

Verify doors are locked and windows closed, look for contraband, security hazard

Secure and check doors and/or fences in areas used for recreation, church services, special program, etc. (e.g., field) prior to use

Communicate with staff

Document unusual circumstances

Take corrective actions where necessary

AIDS & RESOURCES

Checklist, if available

Procedures manual (AS)

Supervisor/peers

Communication equipment

Flashlights

Facility/equipment repair and maintenance forms

Map 9.6 Keep Inventory Of Tools/Weapons/Silverware

RELEVANT CORE TASKS

117. Keep inventory of all dangerous tools/weapons/silverware.

VALUE

Provides protection (safety and security) to other juveniles and staff

Prevents damage to county equipment

PREREQUISITES

Knowledge of inventory control procedure (AS)

Knowledge of where tools, etc. are kept (AS)

Knowledge of forms to be used for inventory control (i.e., checklist, etc.) (AS)

Knowledge of procedures for handling tools used by other departmental staff (e.g., teachers, maintenance staff)

RULES & CONCEPTS

Communicate with staff

Be honest, careful, conscientious

Visually and physically count tools, silverware, etc., when dispersed and retrieved

STEPS

Conduct a visual check/count, verify against list

Report to supervisor or other staff

Document

If discrepancy, follow agency procedure for location missing item

Institute searching procedure at instruction of supervisor

AIDS & RESOURCES

List item by item

- checklist (AS)

Supervisor

Maintenance Staff

Procedures manual (AS)

Map 9.7 Screen And Distribute Mail (Legal And Non-Legal)

RELEVANT CORE TASKS

- 120. Screen incoming or outgoing mail.
- 121. Distribute mail to juveniles or collect juveniles' outgoing mail.

VALUE

Ensures confidentiality laws are upheld

Avoids possible legal liabilities and potential loss of cases due to infraction of law

Prevents contraband from entering institution

PREREQUISITES

Knowledge of the departmental procedure (AS)

Knowledge of what is and what isn't contraband

Knowledge of what constitutes legal and non-legal mail

Knowledge of BOC Standards

RULES & CONCEPTS

Keep aware of evolving areas of law

Notification to juvenile of mail not acceptable and returned to sender or placed in juvenile's property

STEPS

Document problems

AIDS & RESOURCES

C. Y. A. Standards

Supervisors/peers

Procedures manual (AS)

Map 9.8 Search Room And Other Areas

RELEVANT CORE TASKS

- 118. Conduct search of rooms/units/dormitories.
- 119. Check/search all areas accessible to juveniles (for example, dayrooms, kitchen, library, visiting rooms, recreation areas) for contraband, weapons, or other evidence of unauthorized or illegal activities.

VALUE

Prevents contraband from being brought into the institution

Provides for the safety and security of the juveniles, staff, and the community

PREREQUISITES

Knowledge of agency's procedures regarding times, places, etc. (AS)

Knowledge of body and room search techniques

Knowledge of "universal safety precautions" when conducting activities where communicable diseases should be of concern

Knowledge of what is and what isn't contraband and its disposition

Knowledge of rules and evidence

RULES & CONCEPTS

Be methodical and thorough

Conduct systematic procedure

Vary times, stagger

Conduct room and body searches at same time

Be familiar with common locations for hiding contraband

Follow rules of evidence when searching for illegal contraband

- search with another staff member as a team to verify findings

STEPS

Notify supervisor of search to be conducted (AS)

Follow departmental procedures (AS)

Document Search

Secure and tag contraband

AIDS & RESOURCES

Procedures manual (AS)

Search equipment (e.g., gloves, mirrors, etc.)

Map 9.9 Conduct Searches And Confiscate Contraband

RELEVANT CORE TASKS

- 122. Conduct pat search of juveniles.
- 123. Conduct strip or body search of juveniles.
- 124. Confiscate contraband materials.

VALUE

Prevents loss of case due to improper handling of evidence or search

Promotes

- safety of staff
- safety of juveniles

(See map 9.8)

PREREQUISITES

Knowledge of procedures regarding chain of evidence

Knowledge of what constitutes contraband

Knowledge of search techniques

Knowledge of case law and procedures (AS) for searching opposite sex

Knowledge of misdemeanor and felony booking search procedures

(See map 9.8)

RULES & CONCEPTS

Assess situation prior to conducting the search

Don't conduct alone

By systematic, thorough

Document

(See map 9.8)

STEPS

Document all issues and findings

AIDS & RESOURCES

Policy Manual

Experienced staff

Supervisor

Penal Code

Map 9.10 Check To See That All Equipment Is Functioning Properly

RELEVANT CORE TASKS

125. Check to see that all equipment is functioning properly (versus repairs needed).

VALUE

Provides a healthy, safe environment for juveniles and staff

Prevents liability of staff for injury, etc.

Prevents loss to agency of property

PREREQUISITES

Be familiar with equipment

Knowledge of how equipment is supposed to function (AS)

RULES & CONCEPTS

Communicate with staff

Be alert

- listen to minors

Do not use equipment that is not functioning properly

Identify and tag non-working equipment

STEPS

Make regular checks of equipment

Notify supervisor of malfunction

Document time and action taken

Complete a maintenance request immediately when appropriate

Follow-up on the request

AIDS & RESOURCES

Supervisor

BOC standards

Policy manual (AS)

Safety rules

Repair and maintenance forms

Map 9.11 Investigate Disturbances Or Suspicious Activities

RELEVANT CORE TASKS

128. Investigate disturbances or suspicious activities.

VALUE

Prevent potentially dangerous situations, such as hostage situation or passing of contraband

Provides for the safety and security of the juveniles and the staff

PREREQUISITES

Knowledge of:

- normal routine/schedule of building (AS)
- resources available (AS)
- surrounding area's (community's) routines (AS)
- institution's communication systems and how they operate (AS)
- appropriate person to contact in various situations (AS)

RULES & CONCEPTS

Do not leave area without making proper notifications

Do not go in alone without knowledge of situation

Be aware of unusual noises, inside or outside of building or unit

Visually observe before going into an area of disturbance, if possible

Be cautious, conservative

Be observant and keep communication open between staff; inform staff (co-workers) of any potential problems or disturbances

Inform another staff member before investigating further, get a "back-up"

STEPS

Notify supervisor or co-workers(s) before initiating investigation

Secure minors or supervise if appropriate (AS)

Conduct investigation

Document informational report

AIDS & RESOURCES

Supervisor/peers

Communications equipment

Police, other resources for assistance

Policy manual

Flashlight

Map 9.12 Assist In Search For Missing/Escaped Juveniles Within Or Outside Facility

RELEVANT CORE TASKS

129. Assist in search for missing/escaped juveniles within or outside of facility.

VALUE

Proper assistance helps to maintain the safety and security of the community

PREREQUISITES

Knowledge of:

- agency search procedures (AS)
- which juvenile(s) has escaped
 - physical description
 - what type of offense juvenile is detained for
 - danger potential
- escape vs. missing procedures (AS)

Ability to move quickly and subdue a minor once caught

Knowledge of restraint techniques

RULES & CONCEPTS

Staff must have identification from institution if off grounds

Work as a team with other staff

Use good judgment, don't endanger yourself

Check in regularly with someone back at facility

Report to supervisor

STEPS

Report, advise law enforcement as to degree of danger of juvenile

Follow supervisory directions and facility procedure

Contact parents/family

Complete report as necessary

AIDS & RESOURCES

Local law enforcement

Supervisor

Co-worker

Parents

Procedures manual (AS)

Communications equipment

Flashlight

Restraint equipment

Map 9.13 Account For Facility Keys

RELEVANT CORE TASKS

130. Account for facility keys (for example, count keys, verify against key log).

VALUE

Maintains safety and security of community by not allowing escape of juveniles

Maintains safety of staff and minors within the facility

Maintains safety and security of county equipment

PREREQUISITES

Knowledge of agency rules and procedures (AS)

RULES & CONCEPTS

Keep keys securely fastened to body and in pocket

Don't give keys to juveniles

Don't tell juveniles which key works on which locks

Keys must be clearly marked if of a different size and shape for juveniles' rooms so staff can find appropriate keys in dark or in case of emergency

STEPS

Report and document losses/damages immediately

AIDS & RESOURCES

Procedures manual (AS)

10.0 SUPERVISING JUVENILE MOVEMENT, VISITORS

Map 10.1 Supervising Juvenile Movement, Visitors

RELEVANT CORE TASKS

- 131. Admit/release visitors, including attorneys, ministers, and juveniles' visitors.
- 132. Screen and, if warranted, search visitors or their belongings.
- 133. Supervise contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities.
- 134. Search articles, packages, property, money left by visitors for juveniles.

VALUE

Controls who and what comes in and goes out of institution:

- staff safety
- juvenile safety

Prevents medical problems from drugs smuggled in

Provides information and insight into parent-child interaction

Enhances the public image of the facility/department

PREREQUISITES

Knowledge of institutional policy regarding:

- who can be admitted
- what kind of ID is required
- what items can be brought in

Penal code section on what can not be brought into institution

Ability to ready and apply court orders

Knowledge of institutional policy regarding provisions for special visits (AS)

Knowledge of what is contraband and procedures for handling (AS)

Knowledge of rules of evidence

RULES & CONCEPTS

Things to watch for:

- abusive, angry or intoxicated visitors
- any adolescent
- behavior indicating person is not who they say they are (e.g., kissing by girl friend)

Preventing the smuggling of contraband:

- watch for anything passed
- search juveniles after visit
- maintain visual surveillance

- search areas where visit occurred

Check area of visit before visit and after

Maintain professional demeanor

Do not listen (eavesdrop) on privileged communications

Be assertive and confront questionable behavior or situations

STEPS

Screen, and if warranted, search visitor or their belongings (AS)

Search articles, packages, property, money left by visitors for juveniles

Admit/release visitors, including attorneys, ministers, and juveniles' visitors

Supervise contact visits in order to prevent smuggling of contraband or other unauthorized items or illegal activities

Maintain record of all visits

Notify supervisor of unusual incidents or behavioral issues

AIDS & RESOURCES

Posted sign or notification re: visitors allowed and what cannot be brought in

Court order

BOC standards

Penal Code

Welfare and Institutions Code

Policy Manual

Metal detectors

Visitor passes or hand stamps

11.0 EMERGENCIES

Map 11.1 Activating Alarms And Providing Assistance In Emergencies

RELEVANT CORE TASKS

- 138. Activate alarm system to alert all staff in case of an emergency (for example, assault, fire).
- 139. Dispatch help in emergencies or disturbances.
- 140. Assist personnel in another unit/cottage in an emergency.
- 141. Extinguish or help extinguish fires.
- 142. Evacuate juveniles from area or facility (for example, because of fire).
- 143. Conduct fire drills.

VALUE

Severe danger (e.g., death) to staff and juveniles if mishandled

Escape possibility

Preclude and/or reduce loss of agency property and issues of liability

PREREQUISITES

Institutional policy regarding when to sound alarm, but basically whenever need help or are in doubt

Knowledge of and ability to use institutional alarm system (AS)

Ability to assess the seriousness of a problem and to request the appropriate assistance

Knowledge of backup alarm/assistance system (AS)

Current location of available staff

Knowledge of management of assaultive behavior

Ability to use restraints, chemical agents

Knowledge of Use of Force

- progressive series of interventions
- isolation/segregation
- reasonable force (department policy)

Knowledge of county policy regarding hostage situations

Knowledge of institutional procedure in case of

- hostages
- fires, earthquakes
- fights, riots
- suicides, deaths
- medical emergencies
- intruders

- bomb threats
- weapons
- power failure (location of emergency lights, who to contact)

Ability to remain calm, comfort others and take control of situation

Knowledge of use of emergency and communications equipment

RULES & CONCEPTS

Need someone with immediate access to alarm at all times

Do not assist other personnel without providing for the supervision of your own juveniles

When help arrives, if staff member is having the problem with the juvenile, he/she should withdraw if possible

When assisting, follow the lead, listen to instructions from staff member in charge

Assure juveniles that you have a plan and can get them out

Delegate decision making role when appropriate personnel are present

Periodically check alarm and emergency equipment

STEPS

1. Activate alarm system to alert all staff in case of an emergency (e.g., assault, fire)
2. Dispatch help
3. Assist personnel in another unit or cottage
4. Post-emergency reports (e.g., debriefing)

AIDS & RESOURCES

Institutional policy and procedures manual

Evacuation plans (AS)

Community resources (e.g., law enforcement agencies, fire department)

Communications equipment

Emergency equipment

12.0 COMMUNICATING

Map 12.1 Talk To Prior Shift To Acquire Information And, Later, To Oncoming Shift To Pass On Information

RELEVANT CORE TASKS

146. Talk to prior shift to acquire information and, later, to oncoming shift to pass on information.

VALUE

Consistency of treatment

Prevention of potentially serious problems

Safety of staff and juveniles

Builds “team” concept between co-workers

PREREQUISITES

Interpersonal communication skills

RULES & CONCEPTS

Take care of unfinished business or ensure that oncoming staff will be able to follow-up

Set aside specific time and procedures

Conduct discussion in private setting, away from juveniles

STEPS

Set aside time at beginning and end of each shift to communicate with other staff

Document “important” information

AIDS & RESOURCES

Log

Individual files or cards

Supervisor

Peers/co-workers

Procedures manual (AS)

Map 12.2 Communicating With Central Control

RELEVANT CORE TASKS

147. Communicate via intercom and/or telephone with central control or other personnel within facility (for example, to request door unlocking).
148. Call central control or other appropriate area to inform them of juvenile movement (for example, juvenile issued pass to go somewhere, juvenile sent to dining hall).
149. Check in with central control/switchboard/county communication headquarters at required intervals.
150. Verbally notify central control or maintenance of needed repairs (for example, plumbing, broken equipment).
151. Report suspicious activity inside and outside facility (for example, vehicles, persons) to supervisor or central control.

VALUE

Provides information essential to institution management

Danger to staff if communication breakdown

PREREQUISITES

(See preparation of reports and special incident reports for prerequisites for these tasks)

Verbal communication skills:

- enunciation
- quick communication

Ability to use institutional system:

- who to contact
- how to use system

Knowledge of agency communication procedures (AS)

(See maps 8.1, 8.2)

RULES & CONCEPTS

Central control system used for conducting appropriate business

STEPS

Log vital communication data; time, subject matter, initial

AIDS & RESOURCES

Communications equipment

Procedures manual

Map 12.3 Answer Questions From Outside Sources

RELEVANT CORE TASKS

- 152. Answer questions and provide information to persons visiting facility.
- 153. Notify parents/guardians and/or probation officer of any change in juvenile's status (for example, need for medical treatment, AWOL, discipline or behavior problems).
- 154. Answer questions/provide information to various regulatory agencies and commissions (for example, California Youth Authority, Juvenile Justice Commission).
- 155. Answer incoming phone calls, giving information (about facility, policies, individual juveniles); route calls or take messages.
- 156. Make announcements/give information over P.A or paging system.
- 195. Coordinate/contact outside resources for the benefit of juveniles (for example, employers, volunteers, community agencies).

VALUE

Can violate confidentiality and be legally liable

Misinformation can lead to variety of problems (e.g., angry caller)

Can reassure parents

Educates the community and on the role and responsibilities of juvenile facilities

Enhances cooperation between other criminal justice and support agencies

PREREQUISITES

Knowledge of confidentiality laws and policies (C.O.R.I.)

Knowledge of mission/roles of the agency (AS)

Verbal communication skills

Tactfulness

Knowledge of departmental policies and procedures regarding information that can be given to questioners (e.g., media, support groups) (AS)

Knowledge of where to refer calls or questions when you cannot/should not handle these inquiries

RULES & CONCEPTS

Maintain conversation at professional level (e.g., no profanity)

Do not use institutional slang

Be clear and concise

Verify identity of person asking the questions

Do not be afraid to say “I don’t know” or that it is not within your range of authority to provide answer

Be thorough, accurate and complete in passing on messages

Stick to facts – don’t draw conclusions – describe, don’t assume (e.g., make a medical or other judgment)

Document special cases that may require follow-up and/or special handling

STEPS

None

AIDS & RESOURCES

Policy/Procedures manual

Supervisor

Administrative staff

Communications equipment

Map 12.4 Testify In Court

RELEVANT CORE TASKS

157. Testify in court.

VALUE

Quality of testimony may influence the outcome of case

Affect the image of the department

PREREQUISITES

Oral communication skills

Knowledge of court process – roles, procedures

Knowledge of case

Self-confidence

RULES & CONCEPTS

Answer only questions asked; do not elaborate or volunteer information

Dress professionally

Use common language and avoid legal, medical, institutional or psychological terminology

Find out why you are being called to testify

Review case materials prior to going to court

Don't take anything to court that you don't want to be seen

Don't use sarcasm and avoid arguing with attorneys

Be polite

STEPS

Make supervisor aware of court appearance by staff – date, time, case - prior to court hearing

Provide any feedback that may be of importance to the institution

AIDS & RESOURCES

Case file, log

Opportunity to sit in juvenile court proceedings as preparation for testifying

Institutional policy regarding what to say or not to say (AS)

D. A., P.O., defense attorney

Reports on incident or issue in question

Supervisor

13.0 PHYSICALLY DEMANDING TASKS

NOTE:

The knowledge and skills required to perform the physically demanding core tasks of the JCO job were determined in the original job task analysis of 1982-1985 and the subsequent revalidation projects of 1989-1990 and 1993-1994. They are reported in separate reports, i.e., the Physical Abilities Report for Juvenile Corrections Officers and the Vision and Hearing Guidelines. Thus the knowledge and skill maps for these core tasks are not included in this section. Further, the Physical Conditioning training unit in the Juvenile Corrections Officer Core Course addresses the identified physically demanding tasks while the remaining physical attributes necessary for the job should be addressed by correctional employers during the medical screening steps of the selection process. The affected core tasks are: 144, 145, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 172, 173, 180, 181, 182.

14.0 OTHER REQUIRED TASKS

Map 14.1 Investigate Accidents, Incidents Or Crimes Within Facility And Arrest/Charge Juvenile Offender(s)

RELEVANT CORE TASKS

183. Investigate accidents or crimes that occur within the facility by interviewing witnesses and suspects, collecting and preserving evidence, and/or taking photographs and lifting fingerprints.
184. Make arrests and charge juveniles with crimes committed within the facility.

VALUE

Provide protection to community, staff, and the juveniles assuring safety and security

Avoids possible legal liability of staff

Fulfills legal mandate to investigate a crime (peace officer)

PREREQUISITES

Be familiar with rules and guidelines of agency (AS)

Knowledge of the rules of evidence (832 P.C.)

Knowledge of interview techniques

Knowledge of Miranda requirements

Knowledge of the Juvenile/Criminal Justice System

Knowledge of departmental procedures regarding the use of other agencies for the conducting of investigation (AS)

Knowledge of limited powers in the exercise of peace officer duties (832 P.C.)

RULES & CONCEPTS

Be accurate and specific, honest

Secure the incident or crime scene

Appear at all court hearings as directed

Be factual

STEPS

1. Determine whether accident occurred or crime was committed
 - ask them (victim or observer)
 - observe yourself
 - physical evidence
 - listen to other minors talk
2. Preserve scene of crime

3. Call supervisor
4. Document as specifically as possible
5. Follow directions from supervisor
6. Detain, arrest or charge the juvenile

AIDS & RESOURCES

Supervisor

Co-workers

Juveniles

Penal Code

Welfare and Institutions Code

Other staff (e.g., medical staff)

Map 14.2 Participate In Grievance Proceedings; Hear Grievances Informally

RELEVANT CORE TASKS

185. Participate in juvenile grievance proceedings; hear grievance informally.

VALUE

Encourages fairness and consistency

Juveniles can learn appropriate conflict resolution through good role modeling of staff

Maintains and/or increases morale in juveniles

PREREQUISITES

Knowledge of:

- grievance procedure (AS)
- BOC standards
- case law

Knowledge of progressive discipline procedures (AS)

RULES & CONCEPTS

There cannot be reprisal to juvenile for filing

Must process in a timely manner

Must be filed whether you feel appropriate or not

Attempt to resolve at the lowest level possible

Hold to time limits

STEPS

1. Make minor aware of grievance procedure
2. Hear verbally or help put in writing
3. File grievance, following procedure and time limits of agency
4. Follow directions of supervisor according to agency procedures

AIDS & RESOURCES

Supervisor

Procedures manual (AS)

BOC standards

Grievance procedures form

Grievance hearing officer (AS)

Map 14.3 Coach, Train Or Assist In Training Other Facility Personnel

RELEVANT CORE TASKS

202. Coach, train, or assist in training other facility personnel.

VALUE

Provides positive modeling for other staff

Ensures uniformity and consistency

Enhances teamwork

PREREQUISITES

Knowledge of agency's or facility's policies and procedures (AS)

Knowledge of facility's programs

Knowledge of roles/responsibilities of support services and departments

Ability to communicate

RULES & CONCEPTS

Follow policy and procedures

Document (AS)

Maintain professionalism

STEPS

None

AIDS & RESOURCES

Departmental policy and procedures manual

Supervisor

Checklist

Critique form

Departmental Mission Statement

Employee Handbook

Orientation films and handbooks

Computer